

THE NEWSLETTER OF YOUTH PARTICIPATION IN EDUCATION PROJECTS
12 BROOKE STREET, NORTHCOTE 3070 VICTORIA AUSTRALIA

CONNECT

DECEMBER 1985 No. 36



**Including: MIXES OF SCHOOL & WORK
CONFERENCE REPORT**

THIS ISSUE.....NEXT ISSUE

In the past, Connect has carried several articles about programs that mix school and work in new ways (see the list on page 34). That is not because we believe that each is an exemplary program of student participation, but rather because the issue of new models of how school and work connect with each other must be developed - it's a basic issue to the survival of young people - and because those models must be based on approaches that value the contribution of young people.

So the challenge is to create programs that have students participating in their creation, management and evaluation. The enclosed conference report is a step in that process.

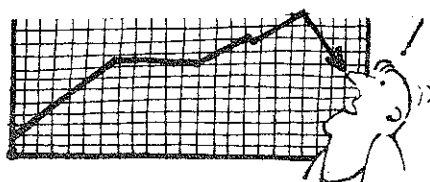
A few notes about the report:

1. The reports of the talks by Ken Polk and Peter Noonan are abridged from the tapes. If you want the full text of their talks, they're available on photocopy (see p. 42).

2. The cartoons through the report are by Frank Rollard, St Albans Technical School - thanks Frank: they lift the words of the Report no end!
3. This copy of Connect is being sent to all Conference participants. If you want to keep receiving copies of Connect, please subscribe - a form is enclosed or use the back page. There'll be lots more news in future issues - certainly if you continue to write them!

There have been several significant student conferences recently - in Katharine, NT; at Geelong, Vic.; in Bathurst, NSW; in South Australia. We hope to devote the next issue (February, 1986) to reports of those meetings. Please write! If there are other occasions, we would like to report those too - with your help.

Roger Holdsworth



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Research on Seating

The Gladstone Views Primary School Council believed that more outdoor seating was required and discussed the issue at a Council meeting. It became apparent that, prior to purchase, it would be wise to have some feedback on the current use of the existing seating and, if new seats were to be purchased, where they would be best situated. As grade 6 coordinator, I suggested that this could be a worthwhile research study for my class. The School Council agreed and requested that the findings be presented at the next Council meeting one month later.

The grade eagerly accepted the task and decided to survey every child in the school (enrolment 650). A questionnaire was designed by the class and it took much discussion and some guidance to ensure that the questions were kept to a minimum and covered the scope of the survey adequately. The children decided to have groups of two interview each grade - one to conduct the interview, the other to record the data.

A tally-sheet was designed and tested to check its efficiency. It was agreed that the team would have to simplify the questions for the grades prep to one. The children contacted each staff member to determine an appropriate time for the survey to be conducted in their grade. The interviews took only 30 seconds per child and disruption was kept to an absolute minimum.

Having conducted the survey, the children came back to the classroom and excitedly discussed and compared initial reactions. We then set about the task of converting the data to bar graphs for

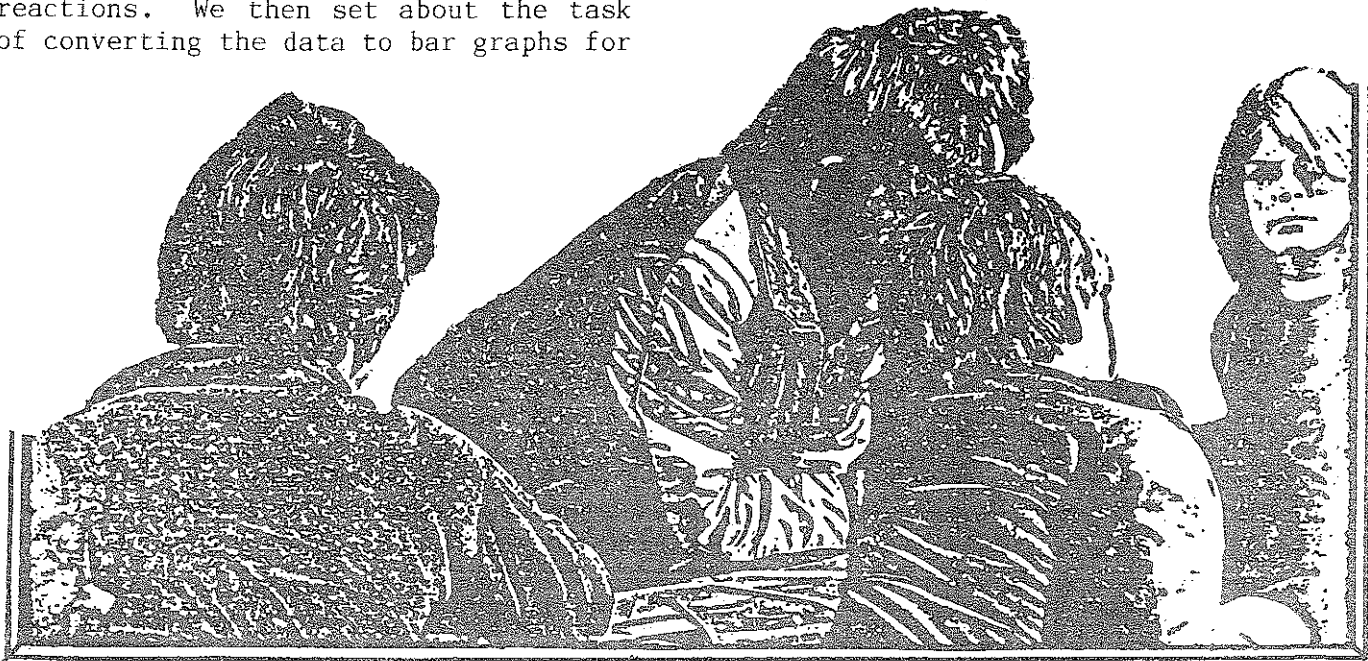
ease of reference. The interviewing teams from each grade level worked together to collate their data and produced one graph for each question at their specific grade level.

Here we discovered that for ease of reference, all the graphs should have been recorded on a standard grid. The graphs were reproduced on such a grid and the children immediately began to make generalisations.

At this point, some children realised the need to collate all of the data for each question and produce a graph showing the whole school response to each question. This was achieved after much cross checking to ensure that all results were accurate (specifically that all results balanced with the number of children questioned).

When it came to the stage of interpreting the information, each child wrote down his/her own conclusions. From this, it became obvious that most children used a slight trend to draw extreme conclusions. We spent time discussing what a fair interpretation would be and we allowed for variation between particular grade results and the total school results. After deciding on the final wording, the only step remaining was compiling the research into a useful document.

Having taken such pride in the project this far, I suggested that it would be fitting to produce a bound booklet to present the information. This was agreed upon and the children decided upon the order of the pages.



The booklet included: the purpose, recommendations (for School Council action), procedure (details of the steps taken), a copy of the questionnaire, graphs (school results followed by the breakdown of grade results) and the findings (interpretation of the graphs).

RESULTS

The booklet was presented to the School Council and they were very impressed with the standard of the research. The Grounds Improvement Subcommittee acted on the survey and installed eight new bench seats around the school building as suggested in the booklet. More seating is to be ordered in the near future to be placed under groups of trees, also in line with the research findings.

The children of grade 6 initially questioned whether their research would be used or taken seriously. They were thrilled, however, to receive a letter of appreciation from the President of the School Council, and this thrill was reinforced when they saw the seats being installed according to their recommendations.

SUMMARY

While the survey, collation of the data and final report were time consuming, the benefits were definitely worth the time and effort. The language work was excellent and the children clearly

understood the importance of accurately wording the questions. Organisational and social skills to come from questioning every child in the school from the various grade levels was a major benefit. The Mathematics course for graphing was seen to be relevant and practical and, as such, the class insisted on accuracy, neatness and clarity. The interpretation of the graphs reflected the initial temptation to make sweeping statements from little statistical support. After several sessions of discussion, debate and direction, the children began to realise that the interpretation of statistics needs to be firmly based on the data collected.

The decision-making process of the school was greatly enhanced as the School Council had the input necessary to determine future action, the children of the school were keen to see the seats being installed and felt that they had some influence in the seating being purchased, and the grade 6 children gained a sense of achievement and responsibility from their efforts.

Although it is difficult to achieve a great degree of student participation in decision making at the primary school level, this was one way of involving students in a role in which society expects them to engage as citizens in later life.

Lloyd Mitchell
Grade 6 Coordinator
Gladstone Views PS



My name is Laura Cohoe and I take magazine class at Pine Hill High School. I am 15 years old and I'm a Freshman.

The title of the magazine is Tza'Aszi. This is my first beginning in Tza'Aszi magazine class.

I enclose a magazine to see how it looks and how we all do the magazine classroom.

Laura Cohoe
Ramah Navajo School, Pine Hill, New Mexico, USA

Our end of second term grade paper was a great success. They are printed for us by one of the parents at work (and) we do not have many spare copies. Hopefully we'll have an extra copy of our term 3 bumper issue.

Gill Levy
Cheltenham East PS, Vic

Our school magazine came off the press about two weeks ago. We are very pleased with it, as a first effort. The entire staff became involved in the publication and every child in the school had a piece of work published in the magazines.

We made lots of mistakes and thus learnt a lot. There are many aspects of magazine production that we had no idea about and I look forward to having a second try next year - a definite process of trial and error!

Carmel Heymann
Moorabbin, Vic

THUNDER FROM DOWNUNDER

"It was a once in a lifetime opportunity for me, and I hope I will be the first of many Australian High School students to participate in such a worthwhile and learning experience. After all, we teenagers will one day be the leaders of our countries. By working together now to face the issues that affect us, irrespective of nationality, we are opening important lines of communication.

"I have some wonderful memories of those four special days in Pittsburgh, Pennsylvania."

Thus writes Maree Marshall, former West Wyalong High School student who recently represented the Regional Association of Student Governments (Western Region, NSW) at the National Association of Student Council's annual conference in Pittsburgh, USA.

Maree, who is currently participating in the Rotary Youth Exchange Program in Washington State, attended the four day conference, along with 1500 students and advisors from the US, Canada and Puerto Rico. Her responsibilities as the RASG representative included conducting two workshops on the accomplishments of RASG in Western Region. This involved showing a video which was made by RASG especially for that conference and answering the questions of her audience.

"I was asked many questions concerning our school system and life 'down-under' in general. It was of great interest to the Americans to hear of the accomplishments and difficulties facing the development of a similar association yet on a smaller scale, to their NASC. This was not surprising when you take into account it was these students' grandparents who founded NASC almost fifty years ago."

Maree also presented a gavel made of Tasmanian Huon Pine to the Century III winner (the student judged the most outstanding leader in the country), Kurt Alme.

"The gavel symbolises the affiliation and friendship between our two associations."

During the four days, the delegates were given the opportunity to see many of the beautiful sites of Pittsburgh. Sightseeing activities included an evening river cruise, a tour of the University of Pittsburgh campus and a formal banquet in the Pittsburgh Hilton.



"It was certainly a charming city, and the people there were determined to ensure we all had a memorable stay.

"The host school for the conference, Bethel Park High, did a fantastic job catering for so many people. It was not an easy task and the fact everything ran so smoothly is a credit to their hard working committee.

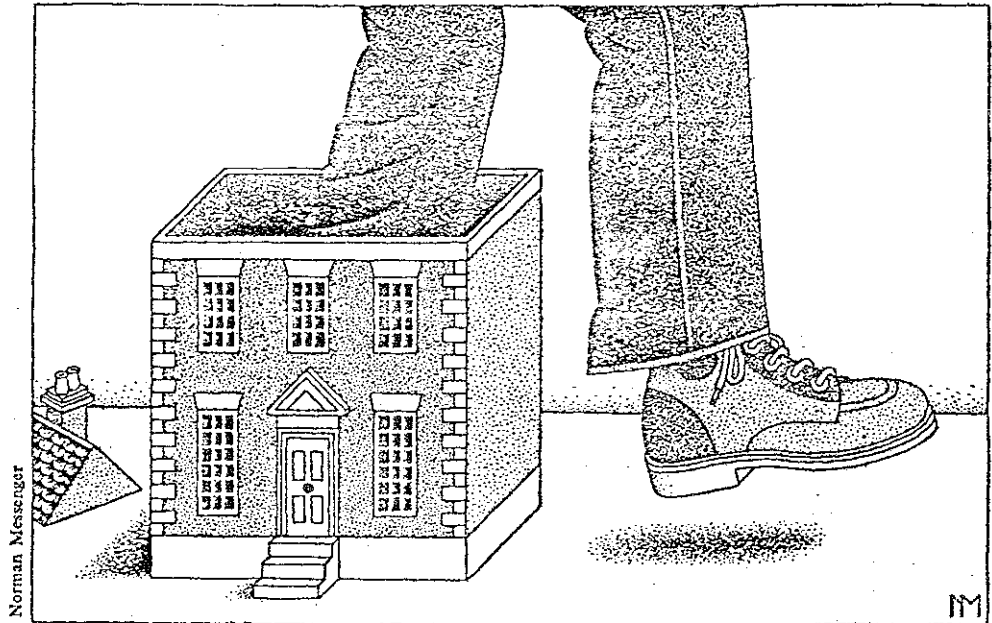
"I was really impressed by their method of transporting people around Pittsburgh for four non-stop hectic days.

They used around forty big yellow school buses, in a police escorted convoy. We had green traffic lights all the way. That first day, the city traffic was in complete turmoil but it all sorted itself out."

Maree wishes to express her appreciation to the NSW Teachers Credit Union, RASG, the Washington Association of Student Councils and West Wyalong High Student Government for their generous financial support towards her travel expenses and to Charles Kingston "for putting it all together".

STUDENT COMMUNITY INVOLVEMENT

SCIP - the Student Community Involvement Program - was established in Victoria this year. It follows the establishment of SCIP in New South Wales in 1979 in response to a grant from the Commonwealth Schools Commission. Victorian SCIP is located at the Volunteer Action Centre, 6 Woorayl St., Carnegie 3163 (Phone: (03).569.0988). It is coordinated by Heather Bane. Heather's responsibilities extend across the state, but she is particularly interested initially in making contacts in urban regions.



Norman Messenger

The Student Community Involvement Program (SCIP) is the first of its kind in Victoria. It offers students of all ages an opportunity to responsible, challenging action that meets genuine community needs. SCIP encourages school based community involvement and facilitates the development of active participation by students in the life, needs and issues of their society through community service experience.

The education system of today is being challenged to be more relevant and to prepare youth to cope with today's rapidly changing society. New educational thinking encourages education to provide students not only with the basic traditional skills, but also with understandings and knowledge which will enable them to cope in the outside world. For this to occur, the young need roles other than that of student, which tends to isolate them from other age groups, work and community life and often forces them to be passive and dependent. Youth need to be included, not excluded, in the activities of adult life which prepares them for their future roles in society. At a time when students are remaining at school for longer periods of time, they need the opportunity to develop individual identity and worth and information on concepts like work, health, law and the community.

Community involvement programs prevent learning taking place within an educational vacuum, and encourage experiential learning. For example, all the teaching theory in the world could

not impress upon a student the responsibility and role of a teacher better than actually becoming one. Cross-age tutoring provides a student with real and valuable insight into the complexities of teaching, the preparation and patience needed, its trials and triumphs. Students, whilst improving their own academic skills and the skills of the tutee, also appreciate the difficulty involved in teaching, which in turn can foster a more positive relationship with their own teacher.

New emphases in education today make it possible for community service programs to be directly linked to curriculum studies and for students to make a significant contribution to their community whilst meeting their own educational needs.

For example, an Intensive Language Unit attached to a suburban high school in NSW wanted to place some of its recently arrived migrant students where they could meet Australians, improve their English and learn about the Australian community. After consulting with the teacher and researching the area, the SCIP team in NSW arranged for the students to work with groups of elderly citizens. This resulted in the students' language improving immensely and the elderly enjoying the contact with the active youngsters. The community also saw the role young migrant students can play even though they spoke little English, and this contact aided in the process of integration of ethnic groups into the community.

Community involvement can become an important component of any core subject in a way that will enhance its educational worth. In English, students can gain many practical skills and experiences by preparing articles for local newspapers, preparing a questionnaire to survey child care facilities in the area, conducting interviews and collecting oral histories. In Commerce, students can prepare a study of their local area by preparing a community profile, research community structures and identify community needs. Home Economics can undertake the study of geriatric diet and invite the local nursing home to an afternoon luncheon planned and implemented by the students. Physical education can incorporate the study of disability, physiology and health in an exercise/recreation program developed for a local special school or disability centre.

In NSW, Grantham High School students plan and implement a weekly four-part program for their local special school. The program contains a component of sport, art, music and simple computer skills, where the students, in consultation with the special school staff, research and develop appropriate learning strategies and course content. Not only has the students' knowledge of disabilities increased but so has their tolerance and acceptance of disabled people.

Community involvement programs are no longer just additional burdens and time demands placed on teachers, but are additional resources, providing students with opportunities for development which meets curriculum requirements either within a traditional school subject, as part of an alternative program or as an extra curriculum subject.

New directions in education encourage students to become part of the decision-making processes within schools and offer subjects like school government and School Council Representative opportunities and chances to negotiate learning. SCIP hopes students will then carry over this new found responsibility into the wider community.

Community involvement programs allow students to obtain competence and an opportunity to develop both manual and mental skills. One project in Tasmania involved students in a house-building project, the aim being to erect a house and furnish it with the assistance of community members. During the project, the students gained valuable skills and knowledge in purchasing land, building, calculation, costing and budgeting,

working with adults and experience in group decision making. The result was a fostering of a sense of responsibility and pride in the final product. Often in community involvement projects, students learn how to relate and to cooperate with other classmates in an atmosphere that is not competitive, with people of different life backgrounds and ages. Barriers of ignorance and prejudice are broken as they learn to identify with their social environment.

Benefits to the school include an enriched and stimulated academic curriculum by using the environment to reinforce classroom learning, and the opportunity to use knowledge and skills to benefit the wider community and to enhance its public image; schools cease to become isolated institutions as the resources of the school enrich the community and vice versa. Mural projects around Melbourne (for example at Flinders Street Station), the Collingwood Farm and on many school buildings are an important reminder of the contributions youth are making to improve the environment in many public places.

Benefits to the students are numerous but include improved student morale and motivation as alienation and discontent are reduced due to the students' increased feelings of self-worth and achievement. Students benefit from engaging in socially useful and personally meaningful activities and enjoy the feelings of contributing to their community.

Community involvement can help students explore career options as they are exposed to such professions as carpentry, architecture, child care, teaching, social planning etc. Through community projects, students exercise real responsibility, are involved in decision-making processes - decisions that are of consequence to themselves and others. Students learn to work interdependently with others towards a common goal and gain first-hand knowledge and understandings of how one's community works.

Community involvement by students always should entail action, learning and responsibility, and should provide the students with maximum decision-making opportunities. For community projects to be worthwhile and successful, students should participate in the planning, development and implementation of the project at all levels. They need to feel that it is a worthwhile use of their time and effort and that their input is valuable. Projects should offer students an opportunity to participate in real needs and responsible

behaviour, build maturity and confidence, offer excitement, challenge and contact with diverse groups, both young and old. Community involvement programs should also hope to achieve a successful outcome and should be evaluated in similar ways as core curriculum. Community involvement programs should not be an excuse to opt out of the classroom as this fosters inappropriate attitudes to community service.

Many community involvement programs in schools spring from the initiative and enthusiasm of teachers who may experience some difficulty and problems in establishing such a program. Before SCIP, these teachers may have had little or no assistance in developing their ideas, few resource persons to offer advice and information, few published materials to guide them and rare opportunities to share their experiences and problems with others. SCIP can assist you in developing any school-based com-

munity involvement program with individual consultation opportunities, training for both teachers and students and, best of all, fresh and creative ideas. The coordinator of the project, Heather Bane, can be contacted at the Volunteer Action Centre, 6 Woorayl Street, Carnegie 3163.

Heather Bane

References

1. Work Industry: A VISE sponsored project developing young people's contemporary understanding of work. Paper #1, VISE, August 1984
2. Youth Participation Projects: A Rationale for and guide to youth participation projects. Peter Cole; VISE; Occasional Paper #3, April 1981.
3. Resource material and assorted articles from the Student Community Involvement Program (NSW), Volunteer Centre of NSW, 5th fl., 383 George Street, Sydney 2000 NSW.

STUDENT PERFORMANCE

After seeing a play about rape called Out of the Blue, some of our class members from English decided to act out a trial about rape. Seven students took part in the play and the rest of the students were the jury. In the play, we had a victim and a rapist. There was a witness, a doctor who examined the victim, a policeman, a director, a clerk of the court and a judge.

We decided that we would not actually write a script but write down some lines on what the doctor and the lawyers would say. That way, if one forgot the words, one could easily make up something relevant to say. But before you could make up something to say, you had to know the plot of the play.

The first two lessons that we spent on the play, we discussed the main points, for example, where the victim got raped, what did the rapist do after raping the victim (although from the rapist's point of view, it was not a rape). After we all knew all the important points, we started putting our acting together and the director was writing down our suggestions on the lines as we went over them. Being satisfied with it, we sat and just went over it like a story, meaning we did not act it out but talked over what was happening in the play, step by step, from the beginning to the end.

When the day came and we had to act it out in front of the class, I was ner-

vous and a bit confused with my lines. I was one of the lawyers and I was defending the rapist. I did not have many lines written down and made up some lines to say as the play went on. The lines that we wrote are all the ones below:

Doctor's Report:

When I examined Julie (the victim) I found bruises, cuts and finger-prints on her body. She had been raped because she was in a state of shock and with previous experience with other raped victims, she had similar symptoms. I found semen in the vagina and around labia minora. Scratches and bruises on upper thigh, which could have been caused while struggling to take clothes off.

Lawyer A (me):

Do you go out at night?
Did you at any time kiss Jason?
Did you have any romantic moments that night?
It was you that decided to go home through the short cut, wasn't it?
Were you drinking that night?
(questions to the victim)

Acting the play out in front of the whole class was slightly embarrassing for me. I just need to become a bit more confident with the class to act without feeling that I am making a fool out of myself.

Koula Karandaglidis
SIC, Richmond High School

CROSS~AGE TUTORING

I worked with Ray Williams in teaching a unit in English called "So you want to teach". It was a two period subject and students spent one period in the primary schools and one at Ardeer HS where they could discuss problems, prepare work and write up their records about their practice.

The group I worked with had a rather specific job at Ardeer Primary - that was to assist in a conferencing program in the classes there. This was a very sophisticated job and was less personally rewarding to the students than those who had greater freedom in the types of things they were expected to do. The skills of conferencing well are difficult for teachers to develop and the students had mixed success in conquering these. This led the supervising teachers and myself to change the nature of the types of work we expected the CAT students to undertake. When this occurred, the CAT students felt greater satisfaction with the work they were doing.

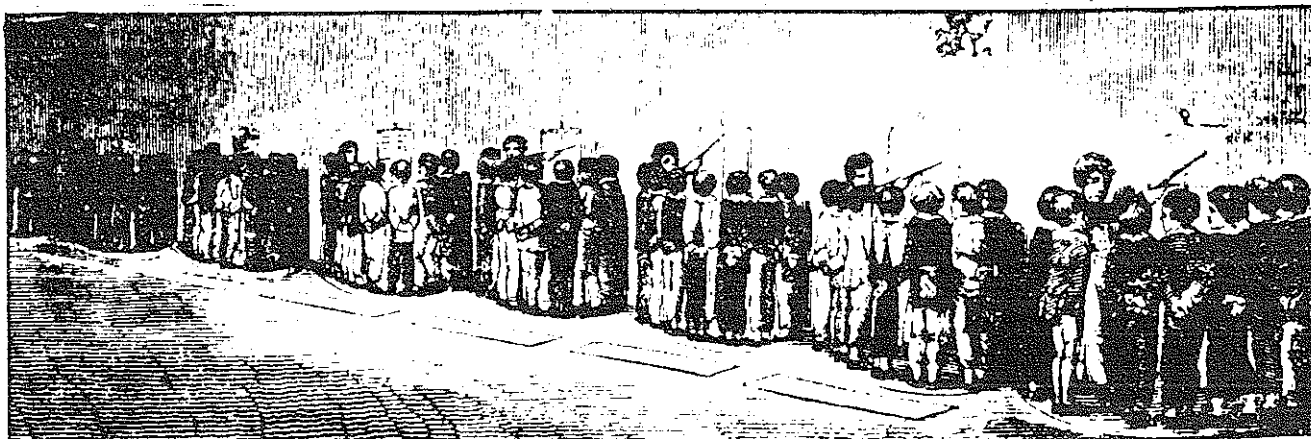
OBSERVATIONS

Interviews with students who were involved in the CAT program were extremely encouraging. They constantly emphasised:

- (1) The feeling of responsibility and independence motivated them.
- (2) They saw that the diversity of activities in primary schools were more interesting than the way they felt they were taught.
- (3) That they understood the difficulties teachers had with classes and felt sympathy for the role of teachers.
- (4) They perceived a greater appreciation of the basic skills of communication, (a) from their difficulties in altering their language, and (b) in seeing the frustrations of students who hadn't acquired control over their own writing.
- (5) The importance of social skills and patience in the achievement of real communication.
- (6) The knowledge that "something that is interesting is always worthwhile."
- (7) Several now felt the desire to go on to further studies.
- (8) They felt esteem at the progress they had made since that age and in the way they were treated in the program.
- (9) They saw the importance of self-esteem in learning (praising students encourages them) and the importance of confidence in being able to go on with work.
- (10) That the program would assist them in their application for jobs.
- (11) That they were left to their own devices and had to think for themselves and so developed their ability to cope in a new environment.

Positive factors of CAT from the teachers' point of view were many. The placing of skills themselves as a central issue for debate and discussion with students was valuable. They could discuss skills without having the sense of attack on their own pieces of work.

It opened the eyes of students to the amount of knowledge they had already acquired as well as pointing out where they had gaps in their own understanding



of skills. They were talking about education and the importance of it in society. The desire to produce polished work for the students to use was noticeable. Confidence and self-esteem were obviously promoted. The extension of what they saw as real learning was evident. (They did not see marking as the only criteria of successful learning.) The relationship between the CAT students and the teacher was made easier as one could share common problems and concerns. A sense of satisfaction when making aids and mobile pieces of work made those less successful in the general English classes appreciate their success. Students who were weak in skills had positive experiences of being able to teach others. The problems involved with the setting up of CAT are rather demanding. These are generally organisational problems:

- delays in getting students into the schools;
- pressures of bussing students to and from the schools;
- getting bulletins and notices to students during the week;
- getting equipment and materials to students for the production of aids;
- organisation of time to trial and evaluate the practices in the primary schools;
- fitting in with the learning strategies preferred by the primary school teacher and being able to get the Ardeer HS CAT to understand the basis of this.

RECOMMENDATIONS

CAT is thoroughly worthwhile. It does not necessarily have to be outside the school although it is preferable for students have an easier transition to an independent mode of operating. The persons setting up this program need to be efficient organisers and need to start very early in their planning: getting classes to be on at an appropriate time of the day so that the students can get to the primary schools when classes are running rather than swimming or assembly or lunch ordering etc; having time available to transport students; developing the communication between the supervising teachers at the high school; working up the CAT students and giving them a range of strategies before they hit the school, and so on. It's a beaut!

It's a beaut!

John Holt, Ardeer High School,
John Holt, Ardeer High School,
Glengala Rd., Ardeer 3022.
- from their 1984 TEAC Report.
- from their 1984 TEAC Report.

VIDEO NEWS MAGAZINE

How many students in your school use the video equipment, spend endless hours making a little program that promptly ends up back on the library shelf once completed?

In some cases programs never even get made. Why bother? Who's going to see them? So video work often involves students running across the yard pointing the camera at everything that moves (including the sun) without having a purpose for what they are doing.

What if students could regularly make little programs (news items about events activities, issues) that are relevant to them and their school?

Once edited together, this video news magazine could be regularly distributed around schools on a regional or state-wide basis.

PEP (Vic) has recently initiated a feasibility study into establishing such a program. The study will be based in two regions - one metropolitan and one country.

The Western Region and Central Highlands-Wimmera have been chosen as participating regions due to their high level of media production and existing TV facilities and history of student participation programs.

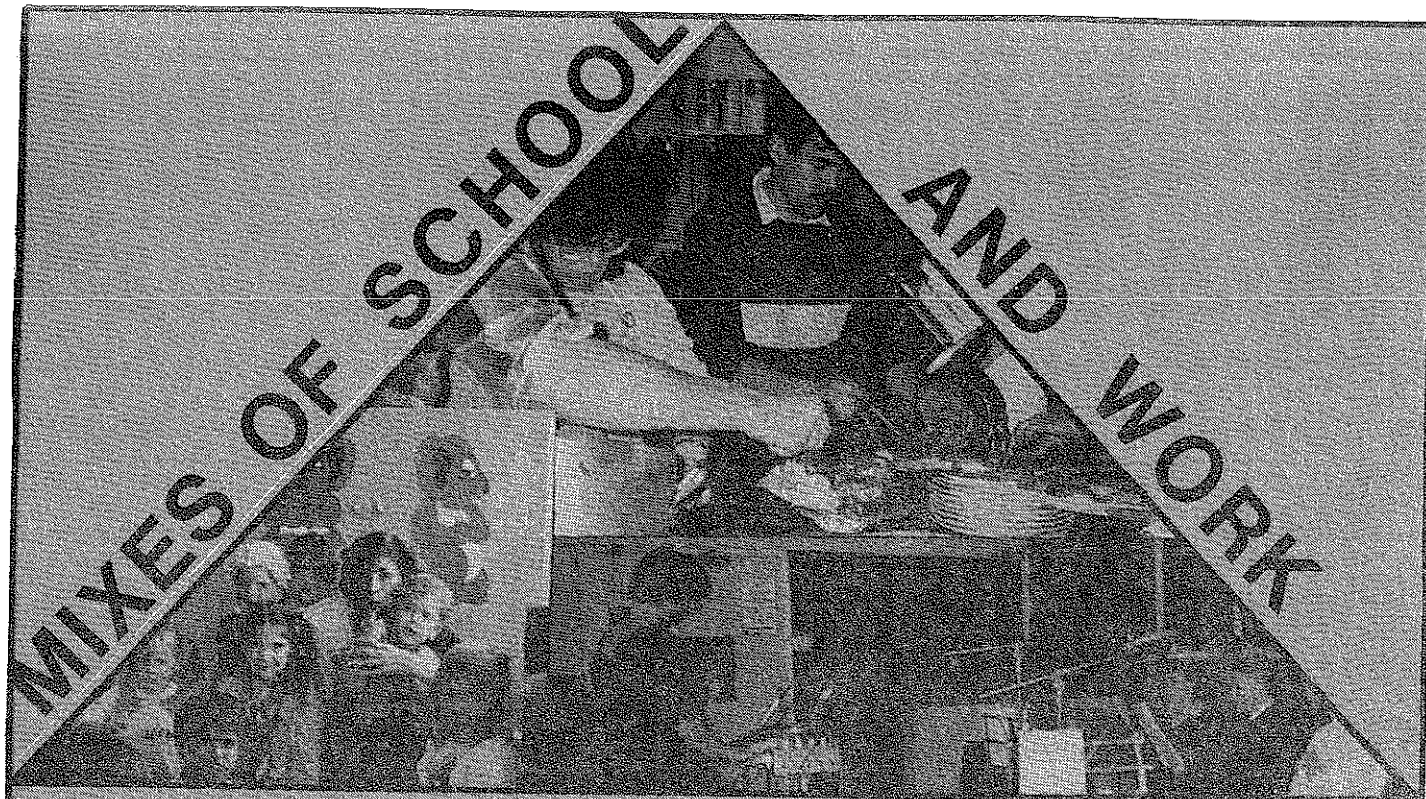
So far, schools have been contacted in both regions and have expressed support for the project.

Initially attempts are being made to get a group of students to prepare a short 5-10 minute news item about an event or issue relevant to their school. Such events or issues could be a report on Equal Opportunity Initiatives, a curriculum day, SRC operation, parent involvement in the school, a mural or landscape project, multiculturalism etc. Whilst there is no shortage of issues, there appears to be a shortage of staff.

At a recent Student Working Party meeting in the Western Region, students expressed concern at the number of teachers who were not being replaced in schools, placing extra pressure on those who remain. The students are planning a campaign to highlight this situation.

If you are interested in participating in the pilot News Magazine Program or have ideas for the distribution of student work, please contact Sally Ingletton, Media Research Officer, West Education Centre, 34 Kingsville St, West 314 Footscray 3012. Phone: (03) 314.0311.

Sally Ingletton
Sally Ingletton



PARTICIPATION AND EQUITY PROGRAM

Victorian Statewide Conference

September 24th 1985

The 1984 funding guidelines to the Commonwealth Education Commission state: "The Government wishes to achieve a situation whereby at the end of this decade, most young people complete the equivalent of a full secondary education, either in school or in a TAFE institution, or in some combination of work and education."

The idea of providing young people with a combination of work and education is by no means new. The apprenticeship system which, in the past, has trained large number of students leaving school, is a combination of work and education. However, apprenticeships have been firmly entrenched for many years and have their own accreditation and credentialing system.

More recently, due to the enormous structural changes taking place in the workforce and the growth in youth unemployment, there has been a trend developing that young people should not be channelled into job-specific education and/or training. Also, there has been a growing need for young people to develop an understanding of the complexities of the workforce and the increasingly flexible skills which may be required there.

In response to this, a number of schools have been developing programs apart from 'work experience' which tackle the issue of combining work with education. These programs have differing goals - some see solutions in the form of job creation or school-based productive enterprises, while others find community service programs or general curriculum reform more relevant.

SCHOOL/WORK MODELS:

Various models have been developed in recent years:

1. The Work/School Model or the part-time schooling Model:

The school is used to further individuals' education. The participants return to or continue on with their education in order to gain skills, finish qualifications or personal pleasure. Work is not a necessary component. Example: St Albans Technical School.

2. The School/Work Model:

The school takes the responsibility to arrange work through local authorities, businesses etc. Participants are students at the school with an outside work component which may or may not be

connected to a practical studies unit at the school. Example: Burwood Technical School.

3. School/Workshop Model:

The school develops work as an integral part of the students' curriculum and a time slot is used for generating and performing work in and for the community. The school becomes a place of production in its own right which is an attempt to bridge the gap between school and work. Example: St Albans Technical School.

4. Education/Job Creation Model:

The teachers and students generate work in the community. The type of work and the on-the-job training provides good preparation for self-employment. Students employ skills they already possess, and teachers help them to develop their skills as well as acquire others. Example: Moreland High School.

5. School/Work/Further Education Model:

This operates out of a school/community house which provides an experiential learning situation for year 12 students. The school community house provides a local service and the year 12 participants can gain experience in this field which may be beneficial in a continuing course at a local TAFE College. Example: Preston East Technical School.

6. The Interface Model:

A community youth centre assumes the responsibility for the work program of the participants. The students attend school for one or two days each week. The centre deals with all aspects of employment (eg insurances, supervision), thus reducing the problems for both the school and work sectors. Example: Templestowe Technical School.

SCHOOLS RESOURCE PROGRAM

Under the Schools Resource Program of the Victorian PEP, School/Work Mixes, two schools have been funded:

a) St Albans Technical School

There are two parts of the program:

- * Where students are employed part-time or are unemployed, the participants are taught to use their 'spare time' productively eg by improving a particular skill such as typing. The course is negotiated with each participant, there is close contact with CYSS, CES and EPUY, and participants retain their unemployment benefits.

- * The community workshop which is taught as a subject in the school curriculum and students experiment with different school/work mixes eg undertaking community work, producing something for a community group or actually making products which can be sold.

b) Wellington High School

The program is basically a work observation program where students, as part of their school curriculum, undertake various observations of the workplace. This is based on teachers having studied local businesses and industries and relating this to their particular subjects.

Greg Young and John Haynes
Participation and Equity Program (Vic)

A further analysis of models of school/work mixes is given in the report of the final plenary session of this Conference.

AGENDA

On Tuesday, September 24, a full-day state-wide conference was convened by the Schools Resource Program to discuss issues in the area of "mixes of school and work". The structure of the conference was:

- 9.15 Introduction: Ken Thompson
- 9.30 Guest Speaker: Dr Ken Polk
- 10.45 Workshop: to identify areas of concern and specific problems relating to the implementation of School/Work mix programs.
- 11.25 Open Forum: a panel of speakers to address the issues identified by participants in the previous workshop sessions.
- 1.30 Guest Speaker: Peter Noonan
- 2.20 Workshops: around specific areas of interest:
 - * community programs;
 - * school organisation/credentialling and accreditation;
 - * legal liability;
 - * joint sector (schools, TAFE, integration);
 - * sharing information about programs.
- 3.10 Plenary Session: summation

This report follows the format of
12 the conference.

Ken Polk is currently working in the Criminology Department at Melbourne University. He has a background in research and program development particularly in the area of Youth Action in many countries.

INTRODUCTORY ADDRESS

"I think it's important that we understand right away that we're going to have to do something different, that we can't leave the world the same and change it at the same time," Ken said at the outset of his talk.

The initial talk was to concentrate on the question of "what's going on in the nature of work, what we'll do inside schools to deal with those problems."

"As educators, we have a responsibility to begin to serve as intellectual leaders and to exert an intellectual presence, to use Art Pearl's term. There are four parts to that.

"We have first an obligation to educate ourselves as to what's going on. I am appalled at the level of ignorance that exists about the nature of what's happening in Australian society. As logn as we ourselves are ignorant of what's going on, how on earth can we begin to sort out the mess for other folk?

"Secondly, we have a fundamental obligation for our students to give them a sense of what's happening, particularly with the world of work and with the economy of Australia. That's absolutely essential to give them some ownership of their own lives as well as some ownership ultimately of some solutions to the problems.

"Third, we have the obligation to develop new school programs. We have to do something different in schools and that consists of new kinds of programs that have to do with the specific topic that we are talking about today - school and work and the mixes of school and work.

"Fourth, we can no longer avoid our responsibility to function in the wider economic and political community. I'm not necessarily encouraging people to become educational radicals, but we simply have to become much more effective in the wider economic and political community. If we're ever going to solve the problem of unemployment, we have to deal with the whole question of jobs and job creation and creating more opportunities for gainful employment for young people in Australia."

Ken then proceeded to stress the need to know what is happening in the labour market, especially for young people. Many of these trends were, he said, "counter-intuitive" - trends that run against common wisdom about the labour market.

He then went on to explain the term 'post-industrial society':

"What do we mean by 'post-industrial society'? There are three trends that define a post-industrial society and they're occurring in Australia.

"First, there's the long-term decline in proportion of the labour force engaged in agriculture. In a true pre-industrial society, you have most of the labour force (85% to 90%) forced to be engaged in the production of food. If you don't have that heavy a level, you end up with starvation, and even with it, you're likely to experience significant famines. As a society goes through developmental phases, you end up with a smaller and smaller proportion - you go from 90% to the point that we've reached in places like Australia, the US, Canada and so on, where you have less than 5% of the population involved in agricultural production.

"A second trend is a marked deterioration in the labour force participation in manufacturing - it drops off very drastically. In the last 10 years, Australia has lost roughly 25% of its labour force in manufacturing. Those jobs have just disappeared. Remember that Australia was never a major manufacturing nation anyway. We never had half the participation in manufacturing that, say, the UK did. Well over half the labour force in England in the 20th century was in manufacturing. The peak in Australia was somewhere around 27% or 28%. But we've lost $\frac{1}{4}$ of that, so that now its down to 17% and dropping fast.

"We're losing a labour force but still having accelerated demand for manufactured goods. It's clear that some very odd things are happening. Some of that has to do with the transformation of work in manufacturing ie automation and all of that, but it's

also the function of the shifting to off-shore production of manufacturing goods.

"The third trend that's occurring is the long-term increase (which accelerates very rapidly) in the so-called service sector. Australia, in common with nations like the UK, the US and so forth, has seen a marked increase in service activities of all kind: human service, community service activities. A much larger proportion of the labour force of Australia is in this service sector than many other nations of the world - roughly three-quarters of the labour force of Australia is in the service sector."

Ken noted that this simple breakdown is being challenged and that one must analyse further what is happening within the service sector.

YOUTH EMPLOYMENT

"If you look at those trends, what do they tell us about what is happening to students? Well, it turns out that we have to go just a little bit further because the situation for young people is really quite a bit different that you'd expect from the overall changes in the labour market. Let's see what is happening to young people as a consequence of these trends and changes.

"The first thing is that there's been a marked decline in labour force participation, particularly the 16-19 year old age group, that is consistent with the development of a service economy, one that emphasises credentials and all that. In the 1960s, roughly two-thirds of the 16-19 year olds in Australia were at work; today the figure is closer to half - so that's one of the things that has happened. Gradually you have teenagers shifting out of the labour force. The question is, where do they go? A major place that they go is into schooling. With the development of a service sector and the development of a credentialled society, more people stay in school for a longer period of time.

"A third trend in terms of young people is an increase in youth unemployment. There are lots of economists that would say that the youth unemployment situation is primarily a function of the things that are happening to the wider economy. If we fix the wider economy, we will fix the youth employment problem. I don't think that's the case. It's certainly true that if we had a better economy, if we could drive the overall unemployment rate back down to

the 2% or 1% that it used to be in Australia, that the youth unemployment situation would be different, but on the other hand, I think there are some significant things happening to the youth employment market that are structural. That would indicate to me that simply fixing the overall economy may not fix what's going on with young people.

"If education plans are to make any sense, we have to know what's happening not just with respect to youth unemployment, but more importantly with respect to youth employment. We have to know where young people are being employed as well as where they are not being employed.

"What are the trends? As you would expect, given those other three trends I described, in the first two sectors the trends are down. It doesn't make a lot of sense in general to be putting our priorities in preparing young people for agricultural employment or preparing them for manufacturing employment as an overall major emphasis of policy.

"Interestingly enough though, while you would expect that there would be growth of youth employment in the service sector, because that's where there is growth for adults, you get just the opposite trend for young people. While there was a 20% growth in white-collar employment (I have to shift the base down because of the data that is available, but they're roughly comparable) in Australia between 1971 and 1981, there was a 20% loss of jobs for young people in the white-collar sector. To me that is a terribly significant figure because it means that young people are losing in the very place that they should be entering if they're looking for future long-term job prospects - if you're looking for long-term career development.

"What's going on?

"Why do we have such job loss among the white-collar as well as blue-collar work to some degree. First, automation, micro-computers, word-processors have altered the nature of work generally and particularly number-work and word-work - office work of all kinds. So we've had an enormous decline in job categories like copy-typist, file-clerk, inquiry-clerk in banks (in fact banks are going to see in a very short period of time a marked transformation of their labour force). So with automation, there's been that clear destruction of jobs.

"There's been a change in the demand for workers. They're more interested in workers with higher levels of skills,

experience and credentials so that they are increasingly, in this tertiary sector, looking to people with university degrees, looking for people with experience particularly in information systems. All of that builds up the pressure for looking at the skilled, experienced, mature worker. Young people at 16 to 19 simply aren't able to compete.

"Part of what I'm talking about here is 'credential inflation'. For example, the nature of banking hasn't changed that much in terms of some of the jobs, but they are now asking for university degree people to be bank clerks as opposed to 16 to 19 year old able school leavers.

DUAL LABOUR MARKET

"Another thing that's happening is the change in retail sales and the emergence of what is called a 'dual' labour market by the economists, or a 'segmented' labour market.

"A dual labour market is one that is broken into two sectors - a primary sector where you have individuals who are primarily managerial and executive individuals - they are well paid, well-trained generally, have career prospects, can look to a future in the firm and in the work. They, in retail sales, tend to oversee a second labour force which consists of primarily casual, minimum-wage, part-time, non-career people. For those firms, since labour is a major cost, a factor for them is to hold the workers at the minimum wage. More than that, if they can put people on a part-time basis, they can expand or contract their labour force as they need.

"In fact, there's pressure for a different wage structure for young people and I hope you realise what this means for places like these stores - it just means you intensify the pressure. If you have a lower wage structure for, say, 15-16 year olds, what do you think happens to them when they turn 17? It's obvious what they're going to do - sack them and hire a new group of 15 and 16 year olds. It's a wonderful solution to the youth unemployment problem! Guaranteed unemployment later down the line!

"Retail sales across a broad range of work have been transformed and we're increasing the generation of part-time, casual employment. Up to the present time, we've been a little lucky because 15



GETTING THE SACK
FROM A PART TIME JOB

most of those positions have been taken up by students. That's not necessarily what happens throughout the rest of the world. As you build up the pressure for a segmented labour force, increasingly you find (and this is true in the UK, it is true in Western Europe, and it is true in the US, particularly in the ghettos) you find individuals who will spend much of their life in that secondary sector of the labour market, never really penetrating the primary sector. That's true particularly for ghetto youth in the US.

"There are fundamental transformations going on in the youth labour force and those are somewhat counter-intuitive in terms of what's happening in the total labour force. I think because of the structural rearrangement in the labour force, the major problem that we're beginning to experience for a significant percentage of young people is entry into the labour force, entry into the primary sector of work which particularly orients them to careers, gives them a chance to look to a lifetime of work. It's something that we have to come to grips with in Australia as we'll have to do with it in most other parts of the world.

WHAT SHOULD WE DO?

"What kinds of things should we be doing as educators?

"One of the things that we all have an obligation to do is to inform ourselves as to what's going on."

Ken outlined the myths perpetrated under the titles of 'dole-bludgers' (blaming the individual) and 'transition education' (blaming the schools). These myths were sold on us because of 'our' ignorance. "If we're not educated, how can we serve the task of intellectual leadership?"

"The second thing that we have an observation to do is, through our curricula and through our programs, help young people understand what's happening so they can make reasonable, informed, knowledgeable choices based on what the world looks like out there, and get rid of some of our myths.

"There are a lot of myths out there, myths of parents and myths of teachers about where work is and where work isn't and if we are a part of that myth structure, we're not helping young people. They have a right to know what's going on and that's one of the most important things about the Blackburn Report - it's talking about new mechanisms for dealing with that issue. It's absolutely fundamental that we live up to our obligations to give students a sense of what's going on. They have to have some ownership of their future and if they are making decisions based on ignorance and myths, then they cannot make good decisions.

"The next thing we have to do is to begin to deal with programs that make a difference. Those programs are going to be of a couple of different types and here I get to the third and fourth issues I was trying to raise."

Ken illustrated this with the example of a program that paid no attention to the reality of students' lives and argued against "educating students for things that don't exist, for lives that are meaningless and marginal.

"We have an obligation to function politically. If we don't deal with the issue of job creation and job development politically and economically, we probably are not living up to our obligations. That's very uncomfortable for us as teachers because what I'm saying is that we have to get outside of the classroom, we have to begin to participate in the wider economic and political debates about what is going on in the world. We have to let people know that we can't fix the problems in schools. There is nothing we can do to fix the problems simply by working in schools. That doesn't mean we can't do things in schools. We have to have a vision that takes us from schools out into that wider community.

"So I do want to talk about programs that mix school and work, but you have to do it with a vision. You have to do it with a theory that is going to bring about long-term kinds of change that assures that there will be job development and career development out there in the world.

"So simply working inside schools is not sufficient. What can we do? What are the options?"

"I've got nothing against some of the traditional programs which simply are mixes of school and work for students. That is, getting them out in the world for apprenticeship kinds of training, getting them out into the world for expanded notions of work experience. It's very important to break down the walls between school and work. As long as we have these barriers where students don't understand what is going on in the world of work, world of politics, it's very difficult to educate them.

"If you have programs where you're trying to teach students about the labour force, it's very different if they are actually experiencing the labour force, because then they can understand what these things are about. So some of our programs are very traditional kinds of programs of mixes of school and work.

"Some of What We Do Has to be Different!"

"But some of what we do has to be different!"

"If you put the notions that I have been discussing here together, you'll see that, by and large, the job growth of the future is going to be in the technical and service sectors. We need to talk about the human service sectors, we need to talk about career development and then how our programs in schools are the first stages of career development that carries people into these expanding human service, community service, public service, business service kinds of areas.

"The ground here has been well worked in Melbourne. The kinds of things that I have been advocating are the Youth Action kinds of programs. By getting young people involved in such things as cross-age tutoring, working in recreation programs, cleaning up the environment and so forth, where they go out

and provide services, out and take part in action, we can begin for them to develop notions of new careers - that is, they have potentials they have not explored in the past - but also, we can use those action programs as a way of working with the community to get them to see new career patterns for young people - that is, that young people can provide services in the community in different ways than they have been able to do in the past.

"We've not really tapped the possibilities, particularly in recreation. I think it would be great in a place like Daylesford to put together a History Centre where students were the trainers. We would also have some adult staff as well, but students would put together that spa like it used to be and have a program where they brought students from Melbourne and talked about what life used to be like in a place like Daylesford, and actually had the students stay there for a couple of days, where students taught students about the history of the area. Students teaching students; new careers for students; career development in the service sector.



CROSS AGE TUTORING

"These are the kinds of ideas I think in the long run make some kind of sense.

"I deal with young people often at the bottom of the heap and that's why I'm in a Department of Criminology. I deal with youth who, after they experience the school system, come away thinking they are incompetent, that they don't belong in school, that they're nobody, with nothing to contribute to anything and that they're absolutely powerless. Think of your student who is seen by lots of folk as a rat-bag. Think of your image of the 'bottom of the heap' kind of student. They've learned something in school - that they are incompetent, that they don't belong in school, that they've nothing to con-

tribute and that they're powerless. When students think they're powerless, they don't do anything, because doing something is irrational.

"I'm absolutely convinced that we have to have education programs that right away convince students that they are competent human beings, that they belong in school, that they've got something to contribute and that what they do makes a difference.

YOUTH ACTION



"We have to face the problem, as we look to the solutions, that we have taught lots of students these things - that's one of the most important reasons that we have to get them involved in doing things - the Youth Action development things. As long as those students are turned off school and as long as schools are turned off them, where are they going to go and what are schools going to do for them? If we buy that image that these students are less valuable and have less competence, we're in big trouble.

"The solutions have to be couched in the framework that we're dealing with competent, responsible young people and that our task is to show the world that competence. So when I talk about Youth Action, I am trying to identify for you this particular problem of what is going on with marginal youth. I don't think they're worthless. I think they're valuable, competent human beings. I think, together, we have the task of demonstrating that, both in the short run and the long run. I have this concern with the 'bottom of the heap', but it really runs across the board for a wider group.

"I hope that sets the stage. I'm trying to build a framework again, for dealing with the issue of the mix of school and work, but I'm trying to point out to you that you have to have a vision as you take that on.

1980s SOLUTIONS

"We don't need 1950s solutions; we don't need 1960s solutions; we don't even need 1970s solutions. You as educators, you as intellectuals and intellectual leaders, have to come up with solutions that fit the 1980s and that's a massive job.

"It will start, I'm convinced, with mixes of school and work - that's where our future is!"

COMMENTS ON KEN POLK'S TALK:

Re-stated what is generally widely accepted. Non-specific and not of much concrete value. Most participants, I believe, had expectations of hearing first-hand accounts of successful school/work programs in the SRP schools.

Stimulating. Concise information.

Excellent, very informative, educational

Fairly general material.

Intellectual leadership most important.

Some challenging although general strategies which might be used to tackle these problems.

In some ways, he was preaching to the converted.

Ken continues to be optimistic despite everything and has managed to deliver the same message for years without losing heart. It amazes me that The Atrocity of Education has been out for 15 years and it is still so relevant. Why haven't these ideas and the ones in Value of Youth been taken up by schools?

Although not new, all the 'bits and pieces' become coherent.

The structures outlined set me thinking about the problems outlined. Although bleak in outlook, it was challenging enough to start us thinking.

Didn't break new ground as far as I'm concerned.

Would like to hear more details of the careers ladders.

Raised some new issues for me and provided some food for thought.

Gave information I was not aware of.

Gave just enough information to raise issues rather than giving answers.

Would like to have heard more from Dr Polk but what he did say was most informative and gave me ideas to follow up.

Extremely interesting although I believe his comments and ideas should be aimed at the Working Parties of the Minister.

Didn't overplay the gloom and doom.

Although the message was perhaps repetitive, it was meaningful in terms of reinforcing issues/problems in society, and raising the level of awareness for us to continue the thrust of providing a better deal for our students.

A very informative speaker who opened my eyes to certain aspects that I was not aware of in relation to youth and employment.

Raised many pertinent points relevant to our situation, although not many solutions forthcoming (perhaps not his job?).

Group Discussion: Issues

Several small groups, using Ken Polk's talk and their own experience, raised issues of concern. The following is a collation of those issues, drawn from notes kept by the groups, reports to a plenary session and ensuing discussion:

1. POLICY DIRECTIONS

1.1 Connection with broader change:

How do we go about making a useful program in a school which will cause/connect with changes outside?

Some programs do not connect with an on-going career structure nor open up options.

1.2 Links with planning and policy:

We recommend links between education and man-power planners.

We should organise lobbying at state and national political levels to ensure that our concerns are being raised.

We need to create strong links with all the bodies concerned: trade unions, employers, community, schools.

1.3 Implications of part-time work:

This issue raised substantial debate and discussion (see below). The comments from the discussion groups included:

We need to explore the implications for trade unions of students being involved in school/work mixes versus mainstream jobs. There are legal questions; there are concerns that students may be taking work away from the mainstream work force.

We need to explore part-time school and part-time work but there are problems with exploitation.

Part-time employment may be necessary for some students to be able to stay at school.

Secretarial work programs are presently taking jobs in the community for free which would be available to others for payment.

There are problems with work experience payment - if students are out working 2 or 3 days a week as part of the program should they be expected to be paid more than \$3 per day?

Workers' compensation is also a union concern if students are out in the community for longer than normal periods of time. The work experience act needs to be overhauled - what is being done?

How do you overcome resistance from Trades Hall and from Industry Training Commission to part-time work?

As is noted above, these suggestions led to an interesting and spirited exchange - see the boxed section on part-time work.

1.4 Youth wages and income support:

Youth wages and payment for participation in 'work situations' is an issue.

How are we (as teachers) dealing with the attacks on youth wages?

There are financial problems associated with returning to school to take up studies.

Is there a limit to the number of hours students can attend school and pick up the dole?

Students on the dole have hassles in doing part-time study.

PART-TIME WORK?

The following discussion took place between a program administrator, Lyn Hughes and Ken Polk in the panel discussion. It raises some interesting questions about the nature of part-time work, part-time school and the broader implications:

Administrator: The work transition situation I'm involved in involves the kids working two days a week for the last two terms of the year. They're being paid full award wages for that time. The school is encouraging those two days per week of work in a variety of areas. the Trades Hall Council says you can't have part-time work. That's what we're on about - part-time work and part-time school.

Lyn Hughes: Part-time work is a huge issue. Do you want to work part-time? The problem is that in creating extra part-time work, you may well be creating the sorts of problems for young people that Ken Polk was talking about earlier. They may well be dead-end jobs. They may offer the possibility of exploitation by the employer. They may not have all of the pro-rata rights that full-time workers do have.

Ken Polk: The unions are trying to do what they can to prevent the development of a dual labour market situation in Australia. That's what they're about when they're trying to develop some protections. A very powerful argument for career-oriented part-time work can be made. If we're able to make that well, I think that the trade union movement will participate. Apprenticeships etc have been part of the trade union movement for a long time. It's not simply opposition to part-time work, but it

is opposition to part-time work that could lead to a deterioration of the labour market situation.

Administrator: I accept that it's not straight-forward, but I find the union position a stumbling block with my program and I can't really justify it in the sense that we are trying to develop a work transition program that must, by its very nature, involve part-time work.

Ken Polk: If you're trying to get students into the growth sectors of the economy and you're starting them at 15 or 16 with some type of work program, by definition you have a part-time work, part-time school situation. Somehow we have to work out the ways of convincing people we're on about linking the two as opposed to creating a part-time labour market.

Lyn Hughes: When we look at the union position that's being developed on things like the Youth Guarantee work/study positions, what you'll find there is that the trade union movement is not going to be obstructionist. It's actually trying to come up with a position that protects the young people, that ensures that their training on the job and off the job is very closely related, and that the training off the job is not purely vocational - that it has a very solid educational basis. You may find that the argument they're going to support is very educationally sound as well as not hindering the possibility of those sorts of opportunities developing.

2. EDUCATIONAL PRACTICES

2.1 Work Curriculum Design:

We need a curriculum design that is across the curriculum, links with the community/society, part of the whole curriculum for years 7 to 12 and an integrated part of the curriculum for all. It must provide an understanding of what is happening in the world. Previously such curriculum was seen to be targeted at those not going to year 12 - we should reject such a streaming or 'add on' nature of the program.

Q: "When you say years 7 to 12 do you mean theoretical studies or experience of work?"

"At St Albans Tech, we've got a Community Projects Program going. In part of that program, students go and do cross-age tutoring in primary schools, they work in centres for the disabled, they work with community groups and so on. Those students, years 7 to 12, get involved in those kinds of programs. I would see that as a relevant experience in getting those kids at an earlier age to have an awareness of what's going on in the community, plus experience some of those things of work - the responsibilities that some people experience with work - and then linking those sorts of experiences into the curriculum."

Peter Blunden

Mixes of school and work should be available for all students - we should avoid mirroring or preparing for a dual labour market. Programs should be offered throughout secondary schooling.

The curriculum should be active and aimed at increasing self-esteem. The model of the traditional academic discipline dominates. Is there time in the curriculum for alternatives?

There is a school responsibility to design courses to provide skills to those returning to school eg after being sacked.

There is a problem with the unitisation of the curriculum.

2.2 Work experience and curriculum:

How can the school be aware of work experience requirements?

How is work experience set in a framework of general rather than vocational education?

Can students organise their own work experience?

What is the purpose of a work experience program?

We need to follow up work experience and devise an integrated program. Each teacher can build examples from the local community or workplace that fit into the curriculum. There are two benefits:

- (a) provides information on career paths - vocational focus;
- (b) provides information on how workplaces function.

2.3 Credentialling and accreditation:

We need to make employers aware of evaluation and accreditation procedures including how programs are developed.

We could be creating a dual form of credentialling to match the dual labour market: academic studies and full-time schooling to provide for managerial positions; work training programs to provide part-time workers.

Can we give students credit for what they're doing in school/work programs?

Accreditation of work experience. TAFE demands increased credentials to enter that don't necessarily accord with the needs of students.

2.4 School organisation:

School organisation needs to be flexible to cater for 'different' programs eg part-time study, and for access to schools of the disabled, parents, employers, unions, the community, unemployed etc; and for access of school to the community.

Timetable blocks (an hour here and there) provide barriers particularly to part-time study.

Part-time students need on-going support including a social centre. Class size is a problem, particularly with community service programs. It is difficult even with a class of 20 working on individual projects - we need limited numbers. We need to know students' reasons for doing the course and be able to work this out more.

Greater flexibility is needed to allow for negotiation between staff and students (eg in years 10, 11, 12.)

2.5 Legal liability etc:

Legal liability questions have been regularly raised over the last few years and particularly related to the development of new programs. This issue is linked to many of the others issues raised here.

For students in workplaces, legal liability links to legislation affecting under-15s in workplaces.

Legal implications of students being out with a local tradesperson as part of their school work.

2.6 Community links:

This links closely with the question of community information (below).

Schools need greater access to all sections of the community and vice versa: the disabled, parents, employers, unions, community, unemployed etc.

Need skills in negotiating with the community.

How do we get genuine participation from the community? Links between School Council, Rotary etc.

Teachers have a lack of support within the community.

Schools need to tap into and use wasted resources in the community.

How do we get genuine participation from industry/community/parents?

3. SUPPORT

3.1 Resources:

Many groups raised issues about the lack of and need for resources to support this work:

Resources should be made available to schools to inservice teachers, students, parents, employers and the community on the development of school/work programs.

Schools need: time to research; time to implement programs; time to run programs; support structures, resources and experiences from the Department.

There is teacher opposition due to the amount of work involves.

A financial commitment is needed to get the legislative blocks ironed out. Educationists must be involved in this - they have a stake in the planning.

Resources must be made available, particularly to provide adequate staffing levels.

Resourcing the programs is a problem both in the area of staffing and recurrent funding. This is particularly pressing as PEP runs out.

We are like the labour market - expected to provide a 10% increase in performance each year. How can teachers get the physical time to do these programs? We need greater recognition that teachers take on extra duties each year.

Especially in the country, costs are needed for transport of students eg on excursions.

Teachers are being asked to do everything - where are the support systems and the expertise?

3.2 Information sharing:

We need access to current documentation on practices in schools and to current research in the area eg on employment/unemployment trends.

We recommend that all resources, information and descriptions of success stories in the area of school/work are brought together in one place (clearing house) and/or published.

There is a lack of publicity for what we are doing. We must build links with each other and with the community.

3.3 In-service of teachers:

There is a lack of understanding amongst educationists of the economic, social and political framework.

Schools have a responsibility to educate the teacher.

We need to educate staff to appreciate the changes taking place in the community.

3.4 Community information:

Tied to 'Community Links' above. We need to develop community support for clusters of schools sharing resources with the community.

At a local level we must raise labour market and education issues at school-community forums.

The CES needs information to direct students on possibilities.

We need to link with Youth Resource Officers at the CES.

COMMENTS ON MORNING WORKSHOPS:

Good mix of backgrounds of participants in workshop groups - allowing generation of useful tackling of issues.

Very beneficial and supportive to hear successes and concerns of other like-minded people.

OK - enabled most to contribute but lack of real direction - focus on Ken's talk not followed up.

Group was small enough to enable input from all participants. I was disappointed that so much time was spent on Work Experience. I understood that there would be more emphasis on school/work mix and outlines of how this has or might occur.

It enabled me to become aware of the many programs throughout the state.

Our group seemed to lack focus and obviously size was against it.

Went no-where. Lack of time to adequately explore issues raised.

Much too long - lost its impact.

Questions raised have generally been raised before by other groups, but need to be continually raised!!

Limited by time. Some good suggestions.

Group perhaps too large in number to allow uninhibited flow of comment/contribution.

Far too short to accommodate the tasks set and to allow participants to explore with others the ideas presented by Ken Polk and in pre-conference literature.

Gained numerous ideas and perceptions of members of the workshop.

Confusing/too short.

People just started talking in depth when we had to return to centre.

A bit quiet - people were slow to contribute and possibly a little unsure of what was required.

COMMENTS ON FORUM:

The forum provided both a report-back session from the workshops and a chance for responses to some of the issues. Comments were mixed:

It was unfortunate that debates on work experience, part-time work etc had to be cut. I think it highlighted a need for a 2-day conference really. The morning sessions were far too vague. I felt really frustrated that there were lots of things I should've known about but didn't.

Lack of clear aims. Group reporting on such a scale is not an efficient way to use limited time.

Time for the central issues to be identified/discussed by the whole group.

Interesting discussion due to organisation of this section.

'Report back' sessions waste of time. Would prefer group leaders to address questions arising out of discussions to the panel and allow at least a few items to be followed through.

What forum? Plenary stuff not as valuable as an open forum. Maybe a summary of the six groups' concerns/issues and responses to those shared concerns by the panel. I would have liked to hear students, teachers, THC, academic responses to similar issues.

Raised many issues which need to be developed into some sort of policy by

'somebody', then presented to government to bring about universal change.

More could have been heard from the THC representative. I believe that she has the whole success or failure of work-school links in her hands.

Too much time spent with individuals discussing issues that might have been better left until after the session.

Interesting.

Probably better than the workshop- due to the greater number of thoughts presented.

It would have been good to have all contribute, especially students.

It was an opportunity for various 'specialists' to answer questions but it was noticeable that questions were narrowed down to a few specific areas, obviously those which cause concern.

A difficult session to run effectively. Might have been useful to have each forum panel member develop one issue raised by workshop groups - fairly easy to predict areas and prepare beforehand.

I felt some panel members felt threatened by rapidity of proposals and put unnecessarily on the defensive.

This is probably one of the most important aspects of the day and was simply too short.

Peter stressed the need for action rather than more discussion and urged support for the 'window of opportunity' that now exists.

Unless we grasp the opportunity and really begin to make things work, far less palatable solutions will begin to be advanced.

The economic climate is, however, not one to support real increases in expenditure.

Any new initiative will be carefully scrutinised, much more so than in the past and much more rigorously evaluated probably in the short-term. If these seem like a bleak scenario, the opportunity does exist for people involved in education to play a major role in not only responding to what is being put forward, but in more strongly asserting some of the key principles which underlie what we have done in the past and what we will continue to do. What is proposed needs to be well-argued, well thought-out and linked to broader policy developments such as those referred to above.

Peter affirmed the importance of secondary schooling, particularly in terms of the number of young people involved.

It is what they will learn both off the job and the relationship between what they learn off the job and on the job which will provide the basis for future occupational outcomes. The work itself, although important, must be seen in the context of what will be learned in the school-work or the TAFE-work links.

It's particularly important what people involved in school-work issues are going to come up with, what is going to be put forward.

Peter then concentrated on developments on the Blackburn Report Working Parties, particularly in relation to the responsibilities of the TAFE and schools sectors. Returning to the more general question of school and work:

The growth in youth unemployment has sharpened the focus on the relationship between schools and work. It is time that we more strongly asserted our belief and commitment to a broad-based education and an emphasis on learning how to learn, rather than a narrow and instrumental view of education as training for specific tasks and easy adaptation to work. There are real dangers that, in looking at the school-work relationship, relating schooling too closely to work will produce these results, particularly if some employers have their way.

Work should be seen in its broadest context - obviously from the view-point of required vocational skills (anyone in the current climate who denies that is extremely short-sighted) but also the role that work plays in personal and community life, issues of occupational health and safety, the role of trade unions and the distribution of work within society. These are some of the recommendations relating to the Study of Work in Society proposed in the Blackburn Report. This kind of appreciation of the role of work in society would enable young people to more effectively confront the decisions and options (or lack of them in many cases) when they reach what seems to be the critical age group, 15 to 19.

There is a need to develop closer links between schools and vocational programs, mainly in TAFE, particularly through cross-accreditation of courses and recognition and accreditation of time spent in work. It occurs in a number of tertiary institutions where work is taken into account in terms of waiver of pre-requisites, but it doesn't occur for many 16 and 17 year olds seeking to go into TAFE or possibly to re-enter school. We pay no recognition to what that work may have contributed to their personal development.

Ken Polk spoke earlier about the need for teachers to become more involved in an understanding of issues such as economic policy, labour force issues and so on. I fully support those views and believe that education's voice is largely missing from the current debate - it's basically being run by economists, manpower planners and others. This will enable simplistic and instrumental views about schools and their purposes to predominate. Of greater concern in the future will be if the opportunity is missed, then simplistic and dangerously misleading notions about how we can solve youth unemployment will begin to be advocated and will catch on. We must be prepared to advocate more strongly than in the past, the things that we believe need to be done. This needs to be done in a broader context - not only in terms of educational need issues.

We should seize the opportunity which now exists despite the difficulties we all confront, because if we do not grasp it now, the opportunity will be lost and both ourselves and, more seriously, the young people will be the ones to suffer for that.

'Windows of Opportunity'

When the collapse in the labour market occurred in the early 1980s, it occurred at a rate greater than experienced in many other countries. Even though we are now somewhere round or just below the OECD average in unemployment and youth unemployment, the size of that collapse in the teenage labour market in the early 1980s exposed major problems in community institutional responses. Our policies were not equipped to begin to deal with the problem.

The approach was very much on shortcomings in the individual and then, more latterly, perceived shortcomings in schools.

The evidence suggests the future for young people and for people who work with young people, will be radically different. For example, just over a decade ago, around 60% of students went straight from secondary school into work. That proportion is now around 30% and is expected to decline even further. The radical increase in part-time employment including part-time employment amongst young people involved in schools, has become a major characteristic of the labour force over the last decade. There's insufficient recognition given to the inter-relationship between that part-time work (which is seen as dead-end and short-term), what people learn on the job (their experiences of work) and what occurs in the school. There's not enough drawn on the experiences of those young people in those jobs and their beginnings of experience in the labour force.

Peter went on to point to recent Governmental policy initiatives framed by a number of reports:

The Kirby Report proposed a major new system for structured work and training to provide entry paths to jobs where those entry paths for young people are either insufficient or don't exist. By making a very major commitment to the need for full employment and by analysing the totality of Federal labour force programs, it provided the most valuable document of its kind since the 1960s.

The Blackburn Report in Victoria has been the subject of considerable debate, contention and discussion. It's provided an extremely valuable framework that we can now focus on in terms of

curriculum debates in the future - recommending the target of 70% school retention rates by 1995, the common year 12 certificate and advancing the notion that school credentialling needs to be on about more than purely tertiary entrance. Schools should have other purposes at the upper secondary level.

An OECD Team of Examiners reviewed the relationship between education, training and employment, and youth income support in Australia and found major deficiencies. It found that Australia's education and training system was based on obsolete notions, heavily geared towards the needs of the manufacturing sector of the economy and basically ignoring the realities of economies in the 1980s.

The final report was the Quality of Education Review Report, a major Commonwealth report chaired by Professor Peter Karmel, which examined and proposed major changes in the organisation and evaluation of Commonwealth education funding. The key recommendation was the notion of resource agreements between the Federal and State Governments to achieve common objectives.

The key recommendations of these reports form the basis of both the Youth Guarantee and the Federal Youth Strategy which should be seen as having complementary approaches. They should be seen also as only policy frameworks - the first attempt at a comprehensive and integrated approach between education, training and employment policies. We have just commenced the process. These approaches, therefore, are not schemes or programs. Rather they should be seen as a direction for change and reform.

Youth Guarantee is an objective which is seeking to establish, by the end of the term of office of the Cain Government, a situation where all young people will either have a place in education, training or employment, or a combination of these options. That means doing two things:

- (a) expanding the range of options currently available; and
- (b) ensuring existing institutions are reformed in ways to make them more attractive to young people who are not finding them favourable at the present time.

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COMMENTS ON PETER NOONAN'S TALK:

Interesting in regard to wider policy. Not much new. Not helpful in regard to funding next year's programs or suggesting ways to go.

Speaker did not say much that was relevant, hedged around questions.

Identifying the speaker as a link with a policy committee was useful.

Good framework from statewide political perspectives for school-community developments. Probably rapidity of delivery and density of content made the information difficult for many people (especially parents and students) to assimilate.

Did not specifically address all concepts of curriculum eg negotiated curriculum. Obviously did not know much about Work and Society (subject) and the type of programs to be implemented. The speaker should visit schools operating these successful programs.

Very technical and went over my head. Some valuable suggestions made.

Sounded like a press-release from the Minister.

Excellent but too fast.

Too fast and complex and hence difficult to concentrate on and understand although I know he was deliberately hurrying.

A very impressive and rapid piece of 'paper-reading'.

Was much better when answering questions - seemed to me he did not/was not able to answer queries. People were asking him to forecast unknown answers.

Why couldn't it have been put forward as pre-reading and the time devoted to discussion and questions?

Unfortunately pessimistic.

Hasty but informative.

Quite a worthwhile exercise.

Special Interest Workshops

Brief reports were given of these workshops:

1. Special schools and integration

The concept of integration and problems from various perspectives were given by participants from special schools, mainstream schools and TAFE. Sharing of information took place. The studies already underway in this area were described and found 'interesting'.

2. Sharing information on programs

Reports were given from the School Industry program and from Wellington High School, where students presented the program.

The following material was also tabled during the conference:

Wellington HS: "Year 11 Social Studies Course"

"The mixes of School and Work program at Wellington HS"

"Discovery Day" report.

St Albans TS: "School to Work program: A Brief Description."

"Part-Time Schooling."

School Industry Project: Article from Study of Society, August 1985.

The Link Kit.

Trades Hall: Fair Go: Your rights at work - pamphlet for video.

These items are available from Connect on photocopy - items #242A to 242F. See the inside back of this issue for details.

3. Community Programs

Issues discussed included:

- * how to use community resources, for curriculum and for work;
- * Community Liaison Officers to develop community involvement in curriculum;
- * accreditation of community programs - links to subject areas;
- * relationship with work;
- * communication, self-esteem;
- * experience work situation;
- * computer data base - access to information and facilities;
- * experiential learning valuable;
- * bring experience and resources into the school, contact with the real world, valuable learning can occur outside of the classroom;
- * greater sharing of experience/community support and understanding of need and program development;
- 25 * industry 'adopting' a school.

4. School Organisation

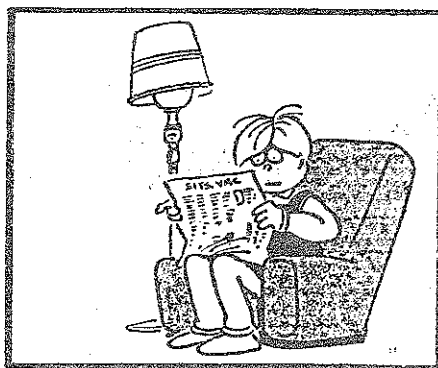
A number of issues were raised:

- (a) credentialling: for curriculum variation, reporting to employers, employers' responses, short courses, work experience accredited, vertical grouping and credentialling, general accreditation of student participation, can we credit students' prior work experience?, TAFE programs have credential gates, need for accreditation of skills and not based on time spent in classes, need to interview students to ascertain needs, strong support for descriptive assessment.
- (b) flexible organisation: need to look at realistic alternatives so that people can fit in with student needs, block timetabling but problems if the blocks are too long, need for creative timetabling, enabling access is important, we must be accommodating, large time blocks (eg $\frac{1}{2}$ day) require new teaching strategies and skills, do part-timers have to attend all classes?, mature part-time students get privileges that flow on to full-time junior students, R & D have books available on organisational models.
- (c) other: motivation and commitment of mature age students is a big factor, need for student post-school support - socially and in skill development - students discover needs after they leave school.

5. Legal liability

A small group of people met to discuss some of the 'legal' aspects of combinations of school and work. The major item to come out of the discussion was that most people do not have information about the legal implications of these programs. It was pointed out that under the (Victorian) Work Experience legislation, students were covered for Workers Compensation. However, the Work Experience Act did not provide enough flexibility for the type of school/work programs that some people wanted to operate. It was also noted that where young people were going to school part-time and to work part-time, but being paid the appropriate award wages, then problems associated with Workers Compensation did not apply.

The group concluded that in order for these programs to be expanded, clear guidelines should be issued by the Education Department.



COMMENTS ON SPECIAL INTEREST WORKSHOPS:

Really valuable sharing of ideas.

Would have liked documentation on some of these programs to have been provided.

Good to share ideas on community/work studies. These will need to be written up and shared. Perhaps Roger could get people to write 1-2 page summaries of these programs for Connect?

Sharing of information is mandatory for the constant self-analysis of programs.

Became bogged down on T12 organisation. Ken Thompson's handling and planning were good.

Good to see kids running their own show. Demonstrated how well researched small beginnings can mushroom into continuous self-contained programs.

Insufficient time to cover too many important areas. The sharing of resources still made this session a highlight of the day.

Valuable for contacts made and awareness

of resources available in certain areas.

Found it more interesting than morning workshops simply because we were from one area and discussed a topic relevant to all.

A good opportunity to learn about an area of which I am rather ignorant and which is important in the area of mixes of school and work.

Student participation and leadership excellent - both in quality and as an example of program strengths.

Invaluable information and assistance from Greg Young and David Knight on Legal Liability on school/work programs - we did not allow the workshop to be collapsed - we hijacked him!

Rather disjointed, although the session aired some issues for consideration/investigation.

Need experts to tell 'chalkies' how to do it.

Final Plenary

This final plenary session was both a report-back from the afternoon workshops and an attempt to summarise some of the themes emerging from the day. Many of these themes are touched upon throughout this report.

However it seemed on the day of the Conference that several issues kept recurring:

- (1) the need for support: many people were, again and again, expressing worries about our ability to deal with these issues and with program development without support - resources, personnel, supportive policy.
- (2) 'target groups': there was much argument over the characterisation of programs that mix school and work as for those perceived as failures in traditional curriculum areas. There seemed to be general rejection of this view and a belief in whole curriculum change.
- (3) information: a constant theme was the need for sharing and collecting of information, both as a basis for the development of programs and as documentation of what is happening and what is 'working'.

But a big issue, highlighted by Ken Polk was not being addressed. That relates to the approach that programs take to the future nature of work and students' roles.

It seems to me that there are a number of 'models' being talked about in the conference:

- (a) school-based work education: where work is an academic topic of study, informed by observation visits to work-places in the community;
- (b) work experience: unfortunately often restricted to a vocational sampling approach - short periods, perhaps in a range of work-places;
- (c) integrated work experience: where work experience is used to investigate the nature of work more generally than tied to a specific job; tied in with a work education program;
- (d) community service: where students are organised by the school to go into the community to do things for the community - and learn about the world of work as a side issue;



- (e) part-time school, part-time work: whether the initiative starts from the school (students are placed in extended part-time jobs) or with the student (a student working part-time or not working at all, returns to school for part-time studies) this has a straight, side-by-side 'mix' of school and work. In fact, they may not be mixed at all and little or no connections may be drawn;
- (f) work creation: investigation of community needs and creation of work to fill needs - hopefully but not always as on-going careers rather than short-term dead-end work positions.

Running across these models are two approaches:

- (i) those that accept the world of work as it is and aim to equip students to understand and fit in with the existing world;
- (ii) those that do not accept the current situation as satisfactory and aim for students to become 'critical changers' of their world.

There is substantial contrast and conflict between these approaches. It may be that we need to address the skills required in one in order to move to programs that address the other. But I don't hear much discussion of what the desirable outcomes are.

In the absence of that discussion, much of what is being argued about is on the level of discussion of tactics in the absence of a strategy.

What are our longer-term views of the place of school/work mixes? What perceptions do we have of the nature of work and where education fits into that?

Roger Holdsworth

COMMENTS ON FUTURE ACTION:

We need a backer with political clout. The compilation of all work/community programs into a booklet to be sent to schools. The information should contain an appraisal.

Consideration be given to the integration of 'special needs' students to be included into TAFE programs and extending job opportunities for these students. Maybe a 'working party' on those issues should be formed.

From the outset, work/school should have been defined and clarified - would have overcome a lot of confusion.

Lobbying group to be formed.

Need for greater sharing of resources and information among participants. Need for greater links to exert political pressure for acceptance of our ideas and resourcing for them.

Real value of the day is in discovering programs currently being run in other schools. If that sort of cross-linking could be extended, I feel an enormous amount could be achieved.

Further seminars backed up with circulated printed information about individual schools' programs.

More detailed preparation and planning with new schemes eg traineeship positions, so that employers know the expectations beforehand; more adequate staffing allows for better support sys-

tem; training component has been decided upon.

More solutions, less outlining of many obvious problems.

I am not a person who likes conferences/seminars and I would have preferred a smaller regional meeting, possibly with a regional 'information' officer attending from other regions. Would also prefer one speaker and the possibility of a half day.

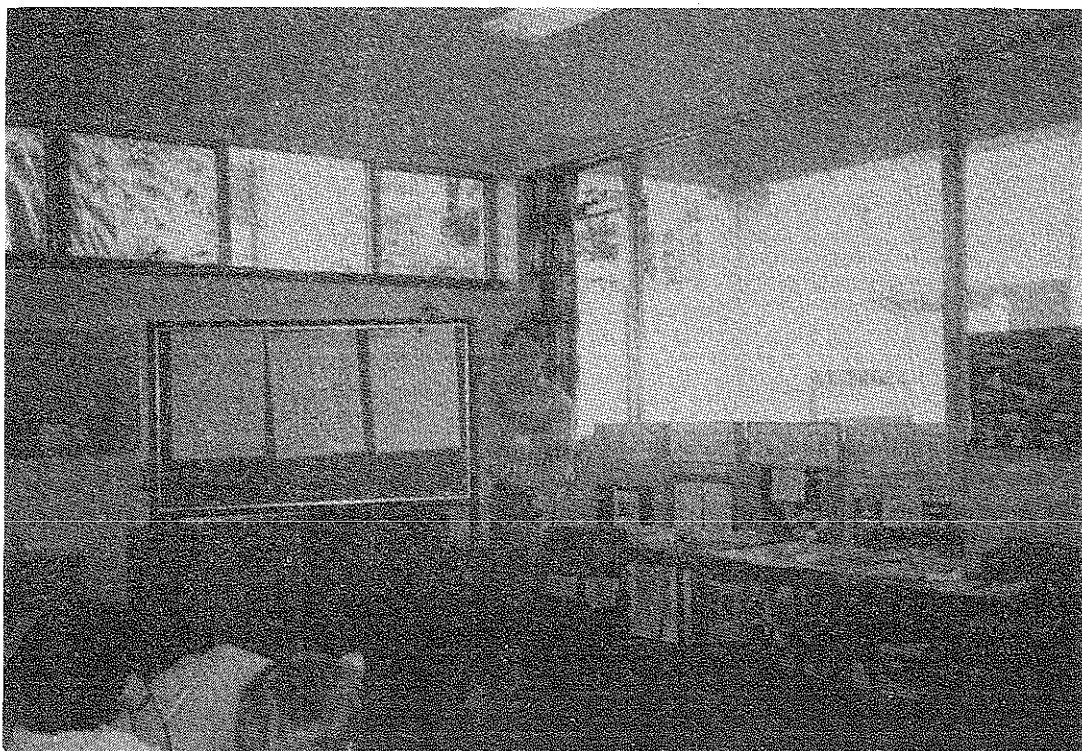
Input of this group on the VCE's Study of Work and Society.

Sharing of resource materials/ideas via some sort of circular.

Little said about socially disadvantaged students - children with schooling problems (apart from reference by Ken Polk). Schools MUST provide programs for marginal kids. Time to make good use of falling enrolments by supplying (a) more support to the disadvantaged; (b) inservicing parents and community groups.

PEP Exchange material and things like Connect to go to all schools in much the same way as something like Study of Society. Does that happen anyway?

Development of a school/work resources kit, drawing together successful 'experiences', 'nuts and bolts' answers to practical issues, perhaps photos, a VTR etc. because in many schools the validity of such programs and their claim on curriculum is not acknowledged.



SCHOOL-WORK PROJECTS:

St Albans Technical School



There are two aspects of the School to Work Program:

1. THE PART-TIME STUDY PROGRAM

This program offers any person the opportunity to attend school on a part-time basis. The program attracts such people as:

- * unemployed people wishing to use their spare time productively to improve their employability;
- * people who work part-time and wish to study during their spare time;
- * people seeking to return to the work-force after some time, for example married women who wish to update their skills;
- * people who want to upgrade their qualifications.

Part-time students negotiate to enter normal classes at the school. The subjects that they select depend on their future work or educational goals. Evaluation of part-time students is descriptive and goal-based.

2. COMMUNITY WORKSHOP AND WORK-RELATED STUDIES PROGRAM

(a) Community Workshop:

The aim of the workshop is to experiment with different combinations of school and work to develop skills that may improve employability: confidence, the ability to communicate with a variety of people in the school and community and practical skills. The work-

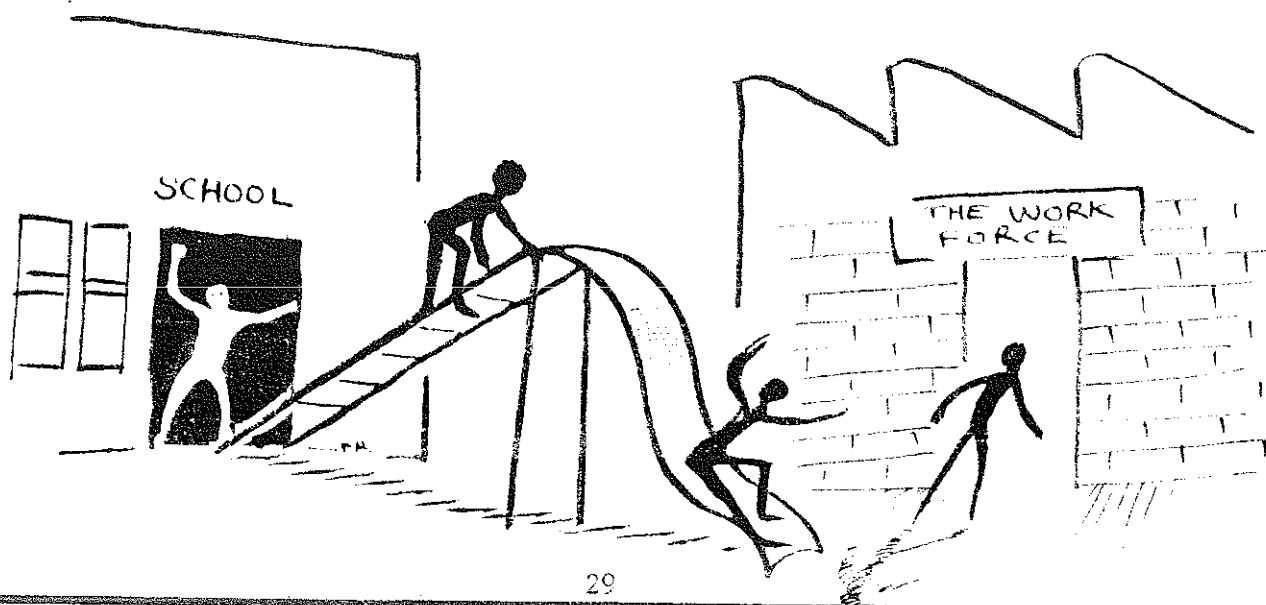
shop, to some extent, is arranged as a real work situation. Participants are encouraged to generate their own work, design items, order materials, work out deadlines etc - in short, to follow the work process from gaining work to presenting the finished product to the client.

Various methods of operating the workshop have been tried. These have included: learning about work by doing socially useful work eg making toys for the Martha Arms Toy Library, baths seats for the Multiple Sclerosis Society, bike racks for a local primary school; running the workshop as a business; learning how to supplement income by making things that can be sold at week-end markets etc (plant boxes, chess sets, jewellery etc). Evaluation of workshop participants is descriptive and goal based.

(b) Work-Related Studies:

Those participating in the Community Workshop are encouraged to take this Humanities subject. The aim of WRS is to facilitate an understanding of work in society. The curriculum is negotiated and may include tasks related to the workshop or the world of employment/unemployment generally.

Peter Blunden
St Albans Technical School
James Street, St Albans 3021



Wellington High School

In December 1984, our school was successful in winning a grant from the PEP Schools Resource Program. This grant allowed time release to develop further the links the school had established with industry, business and the community.

Our first meeting was held with all subject coordinators to talk about what our aims would be for the year.

We came up with the following ideas:

- (a) To encourage each subject area to participate in the Program;
- (b) To encourage teachers to see the links and relevance between what they were teaching at school and what was happening in the workplace;
- (c) To encourage an active learning component at the end of a unit or major topic of work so that students would go out into the workplace and see practical examples of their classroom work;
- (d) To give students a better understanding of the workplace, its demands and expectations, along with a clearer view of the rights and responsibilities of a worker.

In September, looking back on the past seven months, we noted that real enthusiasm for the program has been shown. Teachers from History/Social Studies, Computer Studies, English, Music, Art, French, Geography, Home Economics, Science, Commerce and Communications have visited industries and businesses and have integrated their discoveries about the workplaces into their classroom teaching.

Unexpected bonuses included HSC students using their visits to the workplace as part of their Option work. A skills survey was sent to 50 employer groups to find out what they valued in prospective employees. This was done with the aim of helping students to prepare themselves better for the workplace.

Two year 11 Social Studies groups established very close ties with the community through a series of investigations within the local area.

A 'Discovery Day' was held for all year 10 and 11 students to introduce them to the world of work. One of the highlights included students meeting the guests over lunch and enjoying the opportunity of a one-to-one discussion. A highly successful conclusion to term 2.

PEP initiatives continued into term 3 with many other exciting activities taking place.

REFLECTIONS

We felt it was imperative that teachers visit the workplaces associated with their fields of study. From these visits, many teachers were made aware of the advances in technology and the changing nature of the workplace in general.

Students and teachers alike are now more keenly aware of the importance employers place on good communication skills, personal qualities and a consistent willingness to learn. Developments in technology have placed an increasing demand on the need for higher qualifications. However, preparedness to be trained on the job is also valued.

Many companies have given up their valuable time to assist us this year so that young people will have a more realistic understanding of the workplace. Through the visits we have organised, prospective employers in this area have had the opportunity to stress their expectations to our students. We think that such contacts are invaluable.

Our ongoing aim is for the contacts to be included on an ever-widening basis in the curriculum of the school.

Proposals for future development include:

- * extend our contacts within the local and wider community;
- * continue the development of industry/community links as part of the school curriculum;
- * encourage other subject areas to develop community/industry/business links;
- * produce a video on trade unions from the perspective of 15, 16 and 17 year olds, in particular looking at the relevance of trade unions for this age group in their part-time jobs;
- * produce a video on the role of management in the workplace;
- * encourage greater interaction between the school and the community. One way this can be achieved is for schools to establish close links with institutions and community groups. An example would be woodwork students making coffee tables for elderly people;
- * work towards an ever increasing goal-based and negotiated curriculum;

- * explore the possibilities of part-time schooling, part-time work;
- * TAFE/School interface project: negotiate curriculum between the Wellington campus and Dandenong TAFE;
- * Negotiate with the curriculum committee of Wellington High School the possibilities for accrediting and credentialing student work which extends beyond the traditional curriculum requirements.

Robyn Douglass, Rina Stefani
from Wellington HS
Mixes of School and Work booklet



OTHER PROGRAMS

Information Exchange

WELLINGTON HIGH SCHOOL CAREERS

As Careers teacher, I try to be involved in all work/school programs: work experience, PEP activities, 'Discovery Day' and work programs taught at all levels - whether year 7 Social Studies or Year 10 Careers or Year 11 Social Studies with its emphasis on the workplace.

Contact: Rosalie Gannon
Wellington High School,
91 Police Rd., Mulgrave 3170
Ph: (03) 547.6822

PRACTICAL STUDIES PROGRAM

Practically oriented; aimed at students academically 'at risk'. Four semesters through years 10 and 11, culminating in a two-day work, three-day school transition program.

Contact: John Hamilton
Templestowe Technical School,
Cypress Ave., Lower Templestowe 3107
Ph: (03) 850.6333

CATERING

A year 11 action program.

Contact: Margaret Morgan
Wanganui Park High School,
PO Box 1429, Shepparton 3630
Ph: (058) 21.3988

TALLY HO SPECIAL SCHOOL

Cross-age/community service programs.

Contact: Ian Taylor
Tally Ho Special School,
PO Box 173, Glen Waverley 3150
Ph: (03) 232.0058

STC: MORNINGTON TECHNICAL SCHOOL

Including mature-age and part-time students.

Contact: Kerin Unkles
Mornington Technical School,
1055 Nepean Highway, Mornington 3931
Ph: (059) 75.6955

T12: HAMILTON TECHNICAL SCHOOL

T year 12, part-time students.

Contact: Graeme Poynton
Hamilton Technical School,
Mt Baimbridge Rd., Hamilton 3300
Ph: (055) 60.8526

YOUNG TRADERS

Tech 12 students form a cooperative and manage it themselves. Money is used to finance educational trip at the end of the school year.

Contact: Jim Cleland
Cobden Technical School,
PO Box 82, Cobden 3266
Ph: (055) 95.1202

SCHOOL AND BEYOND

Integration of Work Education components and Work Experience into year 9 and 10 Social Studies program.

Contact: Robyn William
Glenroy Technical School,
Glenroy Rd., Glenroy 3046
Ph: (03) 306.8321

EXIT PROGRAM

Last year of Special School; industry, work experience, work training, travel training, access to the community, survival techniques, self-grooming etc. Visitors are welcomed at all times.

Contact: John Healey
Broadmeadows Special School,
Koroit Ave., Broadmeadows 3047
Ph: (03) 309.3195

YOBOS

Youth of Brunswick Opportunity Shop - operated by 13-15 year old boys.

Contact: Bob Dickinson
Baltara Special School,
930 Park St., Parkville 3052
Ph: (03) 389.3302

TECHNIQUES

Technical Education Committee Annual Conference: series of 'showcase' activities in Techs, Tech-Highs. High-Techs, Postprimary schools, culminating in Conference on 6-7th December 1985. Theme: unique and/or innovative programs.

Contact: Jim McMillan
Education Department - Curriculum Programs,
538 Swanston St., Carlton 3053
Phone: (03) 347.2688

YARRAWONGA HIGH SCHOOL

1. Year 11 Work Experience: students go to Melbourne for a week's work experience;
2. CLA Work Experience: students in year 10 select a term career unit which involves work experience for two weeks;
3. Year 11 Work Experience: students undertake one day a week for 10 weeks (optional).

Contact: Alan Stephens
Yarrawonga High School,
PO Box 39,
Yarrawonga 3730
Ph: (057) 44.1751

WINLATON EDUCATION CENTRE

Cross-age tutoring in local schools, kindergartens and special schools; catering program; work trials program.

Contact: Sandy Hobson
Winlaton Education Centre,
186 Springvale Road,
Nunawading 3131
Ph: (03) 878.3180

INDUSTRIAL STUDIES

Elective whole course at years 10 and 11. Students do core areas of Maths, English, Science etc. Excursions to work areas and detailed studies of various careers, supplemented with electives in workshops, graphics etc.

Contact: Bill MacArthur
Doveton Technical School,
64 Boy Street, Doveton 3177
Phone: (03) 792.9348

EXHIBITION HIGH SCHOOL

Main aspects of program: work experience years 9-12, cross-age tutoring years 11 and 12. As Exhibition is an STC school, students are involved in negotiating placements, time etc; Work Education & Community Living Skills programs are currently being planned for 1986.

Contact: Jenny Herbst
Exhibition High School,
19 Bell Street, Fitzroy 3065
Ph: (03) 417.3222

GEELONG WEST TECHNICAL SCHOOL

Intended program: to involve students in an extended learning program using community resources - business, clubs etc - very much in the formative stages.

Contact: Ron Wells
Geelong West Technical School,
PO Box 784, Geelong 3220
Ph: (052) 97722

MIDDLE SCHOOL UNIT SYSTEM

In years 9 - 11, a vertical system of term units of work allows flexibility to innovate and initiate programs such as student committee, cross-age tutoring and community participation.

Contact: Frank Hohmann
Wodonga West High School,
PO Box 300, Wodonga 3690
Ph: (060) 59.1400

SMALL BUSINESS STUDIES (T12)

Students study local small businesses in community through interviews, work experience, participation in processes eg mock financing, purchasing.

Contact: Neville Wilson
Alexandra High School,
Downey Street, Alexandra 3714
Ph: (057) 72.1366

SCHOOL INDUSTRY PROJECT:

Linking education with the world of work

1. to assist young people to develop a contemporary understanding of work;
2. to gain access for students and school communities to learning sites, human and material resources in the community, including the business community, local government and the home.

Contact: Evol Byron
Northern Region Education Department Office,
Waterdale & Dougharty Rds.,
West Heidelberg 3081
Ph: (03) 450.0555

MOORABBIN WEST SPECIAL SCHOOL

Independence skills, work education, extension, job training aiming at open employment. Integrated program designed to provide students with employable skills, social skills and independence to maintain open employment. Continuing link with school through night class program and on-job support of student and employer.

NB: interested in availability of evening classes for our students within other schools.

Contact: Jennifer Bird

Moorabbin West Special School,
2 Berend St., Moorabbin 3189

Ph: (03) 555.4916

OTHERS ATTENDING:

Mrs R Chapman

Heathmont High School,
Waters Gve., Heathmont 3135
Ph: (03) 879.3111/2703

Kevin Stafford

Heywood High School,
PO Box 180, Heywood 3304
Ph: (055) 27.1303

Ian McLean

St Albans Technical School,
James St., St Albans 3021
Ph: (03) 366.2777

Max Moyle

Baringa Special School,
PO Box 380, Moe 3825
Ph: (051) 27.1744

Michael Metcalfe

Collingwood Education Centre,
Vere Street, Collingwood 3066
Ph: (03) 417.6681 Ext 31

Trevor Lewin

Yarrawonga High School,
PO Box 39, Yarrawonga 3730
Ph: (057) 44.1751

Barbara Gibson, Kathy Guagas

Albert Park High School,
88 Graham St., Albert Park 3206
Ph: (03) 60.1633

Sujatha Pannell

PEP,
416 King St., West Melbourne 3003
Ph: (03) 329.5677

Michael Grout

School Industry Project,
Northern Regional Office,
Cnr Waterdale & Dougharty Rds.,
West Heidelberg 3081
Ph: (03) 450.0555

Dianne Anderson

Blackburn Technical School,
Koonung Rd., Blackburn 3130
Ph: (03) 878.3777

Leonie Morgan

Equal Opportunity Branch, TAFE Board,
420 St Kilda Rd., Melbourne 3004
Ph: (03) 268.7476

Doris Poole

Brighton Technical School,
Cochrane Street, North Brighton 3186
Ph: (03) 596.6011

Bill Horrocks

Ballarat Regional Office,
PO Box 135E, Ballarat 3350
Ph: (03) 31.1755

Rob Dalton

PEP Consultant,
Barwon South Western Region,
PO Box 240, North Geelong 3215
Ph: (052) 79.4455

Doug Lang

Wodonga West High School,
PO Box 300, Wodonga 3690
Ph: (060) 59.1400

Ken Beattie

Mornington Technical School,
Nepean Highway, Mornington 3931
Ph: (059) 75.6955

J Mainard

Upper Yarra High-Tech School,
Little Yarra Rd., Yarra Junction 3797
Ph: (059) 67.1534

Barry Hancock, Bert Van Halen

Western Region Education Centre,
May St., Footscray 3011

Mike Jungwirth

Drouin High School, Drouin 3818

Sue Burton, Marge Churches,

Lauris Wilson
Windsor Technical School,
24 Hornby St., Windsor 3181
Ph: (03) 51.9912

Ralph Wilson

Sandringham Technical School,
Holloway Rd., Sandringham 3191
Ph: (03) 598.7788



WORKING IN THE
COMMUNITY

Ken Thompson
Glenroy Technical School,
Glenroy Rd., Glenroy 3046
Ph: (03) 306.8321

Robyn Thomas
Broadmeadows Special School,
Koroit Ave., Broadmeadows 3047
Ph: (03) 309.3195

Bob Greed
Broadmeadows West Technical School,
Johnstone St., Broadmeadows 3047
Ph: (03) 309.1155

Michael Shay
Wanganui Park High School,
PO Box 1429, Shepparton 3630
Ph: (058) 21.3988

Chris Arnold
Ministry of Employment and Industrial
Affairs

Lyn Hughes
Trades Hall Council Resource Infor-
mation Centre,
Cnr Victoria & Lygon Sts.,
South Carlton 3053
Ph: (03) 66.3138

Michael Holland
Wendouree Technical High School,
PO Box 40, Wendouree 3355

David Osborne, Ann Tamblyn
Huntingdale Technical School,
Bakers Rd., South Oakleigh 3167
Ph: (03) 579.2322

Linda Attard, Sandra Stone
St Albans Special School,
Mulhall Dr., St Albans 3021
Ph: (03) 366.4322

Nanette Court, Murray Johnston, Bill
McArthur
Doveton Technical School,
64 Box S., Dandenong 3175
Ph: (03) 792.9348

John Hamilton, Pat Watson
Templestowe Technical School,
Cypress Ave., Lower Templestowe 3107
Ph: (03) 858.6333

R McKloud, Fred Wright, Tom Burton
Oakleigh Technical School,
Cnr North & Poath Rds., Oakleigh 3166
Ph: (03) 579.5522

Andrew Blair
Gippsland Advisory Committee

Jennie Good
Mortlake High School,
Mortlake 3272

Graham Cole, Betty Levy
Curriculum Branch, Rialto Building

PREVIOUS SCHOOL-WORK ARTICLES IN CONNECT

A number of articles have been published in previous issues of Connect that relate to the issue of mixes of school and work. They include:

1. Theoretical:

Tony Knight's address to the 1980 conference - Connect 6/7, 5 pages long.

1980 Conference reports on school/work - Connect 6/7A (newspaper), 3 pages.

Work Experience Bibliography (P Cole) - Connect 16, 1 page.

STC Work Experience Conference - including Ken Polk's address: 'Hope' - Connect 21 and 22/23, 11 pages.

'Constructive Approaches to Social Change' - Tony Knight, Connect 22/23, 3 pages.

Job Creation special report - Connect 22/23, 6 pages.

'Kids can do remarkable things if they have remarkable things to do' - Merv Edmunds, Connect 30, 5 pages.

2. Descriptions:

School-Work Program at Moreland High School, Connect 5, 4 pages; Connect 17, 2 pages.

Youthcraft/Studebaker Project at Cobden Technical School - Connect 17, 5 pages; Connect 20, 5 pages; Connect 25, 9 pages.

Industry at Ferntree Gully High School - Connect 5, 2 pages.

Kangaroo Flat Technical School - Connect 15, $\frac{1}{2}$ page.

Thomastown High School - Connect 22/23, 1 page.

Fitzroy High School - Connect 16, 7 pp.

St Albans Technical School - Community Projects, Part-Time Students - Connect 20, 4 pages; Connect 21, 5 pages; Connect 34, 7 pages.

Youth Action Teams and Railway Research - Connect 35, $\frac{1}{2}$ page.

3. Other:

'Leaving? Then What?' - review of 'Leaving School' (Moreland School Work Program book) - Connect 15, 1 page.

Ex-STC Students' Comments - Connect 20, 3 pages.

These are available: cost 10¢ per page for a copy or order the entire Connect for \$2 each.

Bill of Rights and Responsibilities

This is the Brunswick Technical School Bill of Rights and Responsibilities. It is based on the ideas of the students and teachers of Brunswick Technical School (Vic) and applies to both teachers and students.

The Bill is not a long list of rules. It is a model for the way we should treat each other and each others' property. It's a model for what we should expect from each other and for what we think is fair.

The Bill is a guide to what our rights and responsibilities are. We call it a Bill of Rights and Responsibilities because you can't have one without the other. It's meant to make our time at school as happy, enjoyable, worthwhile and productive as possible.

This Bill is divided up into three main sections: PEOPLE, EDUCATION, PROPERTY. It lists many principles and gives examples of what we mean.

WHAT IS A RIGHT?

It is something which belongs to you and should not be taken away from you by anyone. For example, people have the right to talk about their ideas but must also respect the rights of others.

WHAT IS A RESPONSIBILITY?

It is something that you are responsible for. You own your thoughts, words and actions. For example, people have a responsibility to speak the truth and to do the things they said they would do.

PEOPLE

1.1 Student, Teachers and Staff

- (a) Treat each other decently and with respect (eg, don't insult or ridicule people).
- (b) Help each other (eg bullying is not allowed. Try to stop it if you can).
- (c) Try to understand and listen to each other (eg if someone is really annoyed with someone or something, then try and talk about the problem. Get help from another

person if that doesn't work. Listen to what students/teachers/staff have to say before you get mad! Don't go around hitting people.)

- (d) Everyone at Brunswick Technical School should be able to work and play in a safe, secure environment. A comfortable, secure environment should be protected from students that makes students uncomfortable. Students shouldn't have to put up with bullying and annoying behaviour from others.

- (e) Personal information given by students is private and must not be passed on to anybody else without the permission of the student.

1.2 Females and Males

- (a) Girls and boys, women and men are absolutely equal. (eg if girls want to join a class or a team then they should be able to do so just as easily as boys are. Female and male teachers are as good as each other and should be treated with equal respect.)

- (b) NO harrasment. (eg This usually happens to females. No girl or woman should be grabbed, intimidated or assaulted. Sexist remarks are stupid and hurtful. This is different to 'chatting up' someone.)

- (c) The whole school should support the stamping out of sexism. (eg The girls room helps the small number of girls in the school.)

1.3 Ethnic Groups

- (a) No victimisation of ethnic groups. People from different backgrounds are equal. (eg Nobody is to go around putting down other people's culture because of different customs, food etc. Insulting people by calling them a 'wog' is definitely not allowed. Insulting people in languages they don't understand is not allowed.)
- (b) All the different cultures of Brunswick Technical School should be promoted and respected. We learn from these differences. (eg

We should have multi-cultural days, nights and displays.)

- (c) Translations to be done as often as possible. (eg Notes to parents and this Bill can be translated into the different languages of BTS.)

EDUCATION

- (a) Everybody has the right to learn and teach in a friendly atmosphere. Nobody is to interfere with this right. (eg You can't disrupt anybody else when all they want to do is to get on with their learning and teaching.)

- (b) We support negotiation over learning, teaching and reporting. (eg If it's possible to offer a different subject, then why not do it? If we want to tackle a topic or subject in a different way, where we will get just as much out of it, then why not do it?)

- (c) Completion of the subject's requirements is the teacher's and the student's responsibility. (eg Students, after a negotiation, have to complete things like models and assignments, unless there are special circumstances like a long illness.)

- (d) We believe that students and teachers can help each other in and out of the class. (eg Sometimes students can explain work to each other and get better results than the teachers.)

- (e) In different subjects there are people with different abilities. Everything should be done to provide work that suits all of the

individuals in the class. (eg Some students have difficulty with reading and writing. We can teach these people differently.)

- (f) When we come to class, we should be on time and have all the necessary equipment. (eg You don't go to class without being prepared and you don't go to class without your books, pens etc.)

- (g) Students should attend school and stay at school, Monday to Friday.

- (h) Student and teacher records are to be confidential and secure. People have the right to have access to their own files.

PROPERTY

- (a) Property belonging to individual people is theirs and not anybody else's. (eg You do not steal or damage somebody else's ruler, calculator, book, tape, jacket etc.)

- (b) School property is here for all the people at the school. Look after it. (eg Public telephones are for everybody's use. Graffiti is for the graffiti boards. Spit is for the toilet or a tissue. Undamaged clean toilets are pleasant. And computers and library books are for everybody at school ... not just thieves.)

- (c) Every student should have a locker.

- (d) No-one has any need to have things at school that are likely to harm or injure others. (eg Pocket knives may be used for peeling fruit and that's all.)

from Ascolta October 1985



DECLARATION OF STUDENT RIGHTS & RESPONSIBILITIES

The staff and students at Riverside and Westdale (London, Ontario, Canada) recognise the following rights for students:

THE RIGHT to open communication of ideas, to assembly, to free association with peers and redress for grievances.

THE RIGHT to privacy in confidential matters.

THE RIGHT to be free of discrimination based on race, religion, nationality, economic status or political belief.

THE RIGHT to advance notice for major tests, assignments and projects.

THE RIGHT to be treated with respect and courtesy by staff and students.

THE RIGHT to equal access to the resources available within the school.

But with rights go responsibilities. We expect you to respond to your rights with:

THE RESPONSIBILITY of respecting the rights, beliefs, customs and cultures of other students, staff and visitors.

THE RESPONSIBILITY of listening attentively during lessons and completing assignments to the best of your ability.

THE RESPONSIBILITY of moving in and about the building in a manner which ensures safety and courtesy towards others.

THE RESPONSIBILITY of taking pride in yourself and your appearance, and doing your best to foster this pride in other students of the school.

THE RESPONSIBILITY of sharing in the responsibility of caring for our playgrounds, buildings, books and furniture and personal belongings.

THE RESPONSIBILITY of bringing to the attention of the principal and staff conditions or situations which are harmful to the students.

THE RESPONSIBILITY of following the directions and advice of student leaders, patrollers and officials.

THE RESPONSIBILITY of showing consideration for the feelings of others in what you say and do.

THE RESPONSIBILITY of gaining and understanding of our community's and our nation's laws, and respecting the laws which govern us.

THE RESPONSIBILITY of participating in all school activities and discussions.

THE RESPONSIBILITY of obeying the rules of the school.

THE RESPONSIBILITY of using your own time, and that of others, efficiently and productively.

from London, Ontario, Canada 1984
provided by R Bovill, Alice Springs HS

ARE STUDENTS PARTICIPATING IN THIS CONFERENCE?

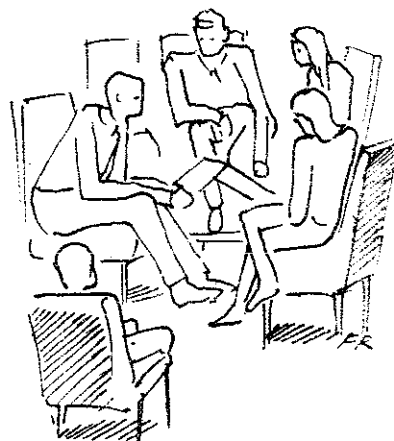
Some points to make sure we don't have to be a lot of tokens!

The following article was written by Katrina Bound, a South Australian student at the National Curriculum 85 Conference at LaTrobe University.

There are several students at this Conference. Where are they? On the margins? Being patronised? "What do you think - as students?"

Some points were raised by us to keep in mind when students are at these Conferences. We want to be heard, we want to learn, we want to teach. To do that, you need to:

1. Talk with us. That means bringing us into discussions, as fellow participants. It doesn't mean asking us



CONFERENCE
SITUATION

politely to speak on behalf of all students or when we don't necessarily have anything to say.

2. Be aware of how you're saying things. Jargon can crop up in:

- * using initials - tell us what SIP, VICCSO, etc are - we'll tell you what our S.U. is;
- * using words and phrases, eg 'goal-based assessment';
- * assuming we know the history of things eg laughing at an in-joke about how something happened.

3. Invite groups of students. We need to have others to talk with about things that concern us and to ask other students about their understanding of what happened. We can learn from them.

We need time and places to get together as students. That can be in the Conference program (eg student-only sessions) and also socially (just like you've got the bar). We would like to meet you on our territory.

4. Put someone up to work as an organiser for the students - someone we can

talk to about the difficulties in understanding, someone who can help us to organise what we want to happen, someone who knows how the whole Conference is run.

5. Arrange things directly with us. Too often, if we're with an adult, we're ignored in the conversation. Talk to both of us.

6. Make sure hand-outs and work-sheets are understandable. That means check the language (are they in English?) and check with us that we understand what the task is.

7. Take us seriously if we ask for explanations. Don't expect us to know everything. You probably don't understand it either but are too cool to admit it. It helps us if you don't play so cool. And get your act together - six people all trying to explain at once is a bit confusing. Whom do we believe?

Remember, we want to participate too!

Katrina Bound
August 1985

DON'T PANIC!

HITCH-HIKERS' GUIDE AVAILABLE AGAIN!

You may have tried to get copies of the fabled Hitch-hiker's Guide to Student Government and been frustrated by delays and address changes.

But Charles Kingston now writes with some good news:

"The good news is that we can now meet your request, having recently acquired a new print run of the book. The bad news is that it will cost you - \$8.50 to be exact. This will cover postage and photocopying costs of some updated material we will include as well as the book itself. Each additional copy mailed together will be \$5.50. Donations of any amount will, of course, be gratefully accepted and acknowledged. We request that you, at some later time, follow up your use of the book by sending us an evaluation or some statement about how it was used and its value to you. Letters of support to the Education Department, Sydney, to PEP and to other relevant bodies would also not go astray."

Charles also writes of some of the difficulties associated with production and organisation in the region:

"Organisational delays have occurred because all RASG work is voluntary and additional to our normal full-time jobs as students and teachers. There have been considerable changes in student personnel involved (they do, after all, grow up) and the inexperienced newcomers have so far had little opportunity for intensive skills training.

"Most discouragingly, all of our applications for significant funding or administrative support - to PEP, the Schools Commission, IYY, the Department of Education beyond regional level - have so far been ignored. To be quite candid, we adults involved are tired of shelling out of our own pockets and squeezing precious time from our families for the administrative and resource aspects that should be occurring along with the training of students. Regional students and student bodies, particularly in our far-flung region, are not in a position to fund or develop resources for groups outside the region."

Charles Kingston
1 Gladstone Street, Bathurst 2848 NSW

NEWS & REVIEWS

ASCOLTA GOES NATIONAL ON ABC

During the September holidays, a group of people from the ABC came to Melbourne to film the production of Ascolta (Brunswick school-based, multi-lingual community newspaper) as part of a documentary series on Youth and the Media in Australia.

We set up a mock layout at Moreland High School which involved students and teachers from the schools that participate in the making of Ascolta.

The film crew took about four hours to set up and shoot the different stages of the Ascolta layout. This also involved some students being interviewed by the director about Ascolta, how it works and the important role it plays in the community. We also discussed how Ascolta is used in schools and how valuable it is for students to have access to such a publication.

By 1.30 pm, most of the film was shot but there were still some aspects of the newspaper production that the director wanted to explore. So the following day we met again at the AMP building in the city and we were filmed doing mock interviews and doing some photographic work.

The day went well and the whole thing proved to be a great experience for the students involved.

The program looks like going to air on Channel 2 early in 1986, so watch out for it!!!

Fred, Lucy, Carmel and Chris
reprinted from Ascolta October 1985
(originally in English and Italian)

YOU AND AUNT ARIE: NEW STOCKS!



Good news! New stocks of You And Aunt Arie (the brilliant how-to-do-it guide to oral history/magazine production) have arrived!

The bad news? Because of the decline of the A\$, copies now cost \$15 plus postage - usually around \$3.

It's still well worth buying a copy or giving one as a present - use the form on the back page.

VICTORIAN STUDENT CONFERENCE

The first Victorian State-wide Student Conference was held at the Institute of Educational Administration in Geelong from October 27th to 29th, 1985.

Five students and a support person were appointed to attend from each of the 12 Regions - in many cases coming from a regional student group. Ten of these students (two from each of five regions) had met as a conference organising committee and had structured a full three-day program of discussion and activity. Topics included information sharing, communication, student rights, accreditation, decision making, and support/networks.

The Conference was opened by the Minister of Education, who announced the creation of a Ministerial Working Party on Student Participation. The Minister's speech, a press report of the conference, terms of reference of the Working Party and Conference papers are included in the photocopy list of this issue. The Working Party has its first meeting on December 12.

It is hoped that a full report of the Conference will be put together by the organising group and be available for the next issue of Connect (February 1986). Meanwhile further information can be obtained from Rosemary Tovey at PEP (Vic). Phone: (03) 329.5677.

NSW TAFE STUDENTS MEET

The NSW TAFE Students Conference brought representatives from 100 TAFE Colleges to Sydney on Nov. 2nd and 3rd to formulate directions for improvements to student college life. This was the culmination of four regional student conference/workshops held by TAFE in IYY. For more details, phone Shane Brown on (02) 21.9566.



'TURNING 18'

Turning Eighteen is a video and accompanying booklet, sponsored by Victoria's 150th Anniversary Education Committee. Acknowledgement is made in the booklet to the work of students from Grade 6 at Collingwood Education Centre and from Kensington Community High School in contributing to the project.

The booklet deals with areas of credit and advertising, rituals of adulthood, views of maturity, memories and expectations of turning 18, youth media presentations and visions of the future.

The video is available from the Victorian State Film Centre, the Education Department and Open Channel.



PEPPER

Pepper is published by the Victorian PEP Schools Sector Unit. The November 1985 issue has some interesting articles on student participation: in Westernport Region (Linda Sparrow) and "Students in the Lead" (Chris Farnham).

Queries to Rosemary McConnell, PEP, 416 King Street, West Melbourne 3003. Phone: (03) 329.5677.

ESCAPE FROM THE CLASSROOM

An ACT IYY schools project: Escape From the Classroom is a book of poems and prose written by ACT students. It was launched on 23rd October in Griffith Canberra. Copies at \$3 can be ordered from Ms Susan Middleton, Ginninderra High School, Starke Street, Holt 2615 ACT or phone (062) 54.2622.

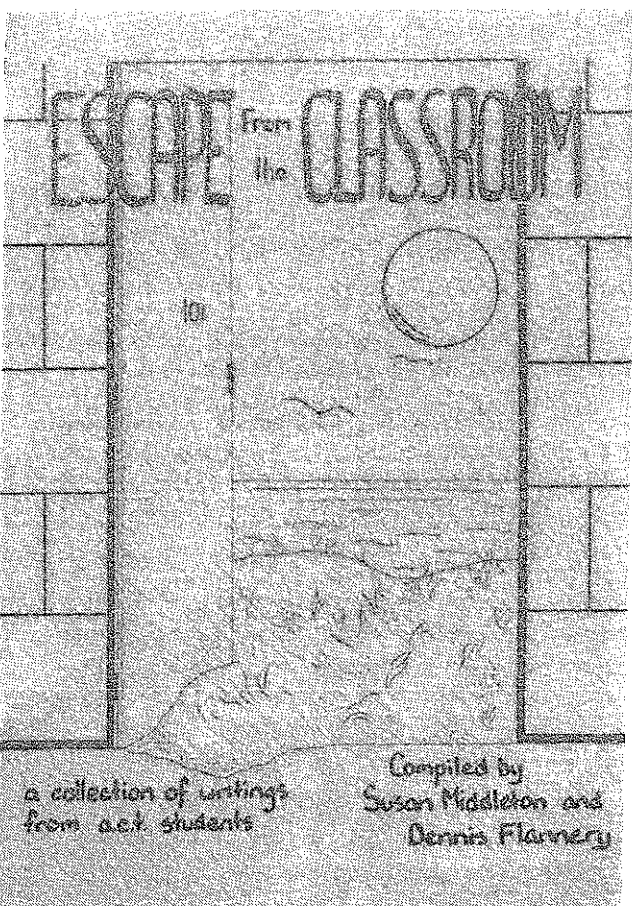
Escape from the Classroom was an idea generated by the impressive quality of the writing I received from many of my English students. In accordance with one of the objectives of process writing I decided that this writing should be shared with other people - in fact for their writing to "escape from the classroom".

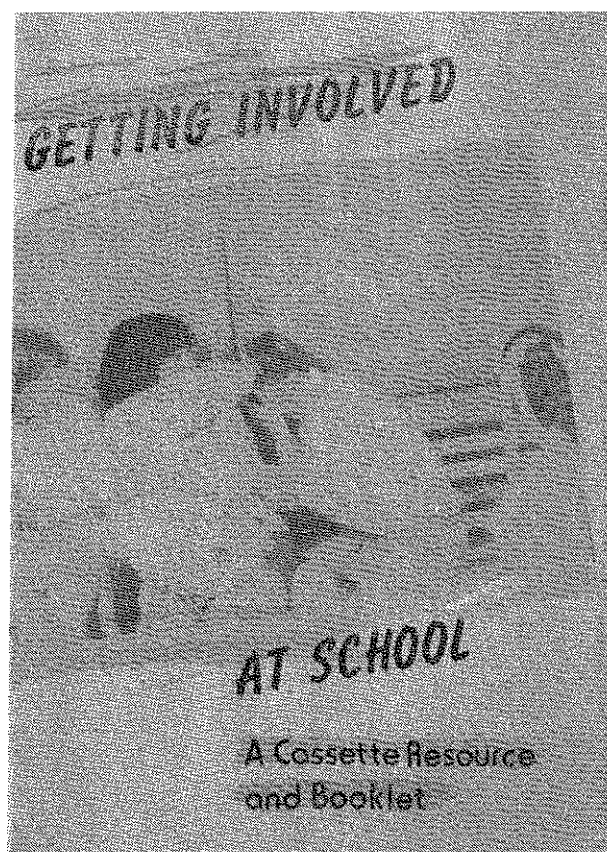
Over a period of a year, I undertook to collect material and produce a book of students' prose and poetry within the ACT. I sent a series of letters and posters to high schools and colleges, informing them about the proposed publication and requesting material. With the assistance of Dennis Flannery from Charnwood High and students from Ginninderra High, we selected writing on a basis of excellence.

The idea was timely for International Youth Year and I was successful in receiving a grant to cover the cost of printing 750 books. These were distributed to all contributors, libraries and English departments in ACT high schools and colleges, Principals, public libraries, state English Associations, & members of the community, including the Prime Minister.

The ACT English Teachers Association has decided to make this book an annual publication. This decision reflects the success that Escape from the Classroom has achieved. It has been an exciting and rewarding project. The quality of the students' writing indicates why the venture was so worthwhile.

Susan Middleton





GETTING INVOLVED

Getting Involved At School is a set consisting of a 30-minute cassette and booklet, produced by the Sydney-based 'Girls on Tape' project.

The tape contains voices of students and others involved in student participation in school decision making. Examples are drawn from both New South Wales and Victoria though the prime targets of the advice and contacts given, are students in NSW schools. For example, much is made of the application by students for Student Initiative funds from the NSW Participation and Equity Program.

The booklet contains questions, stimulus material, information about videos, contacts, examples and further student voices in print.

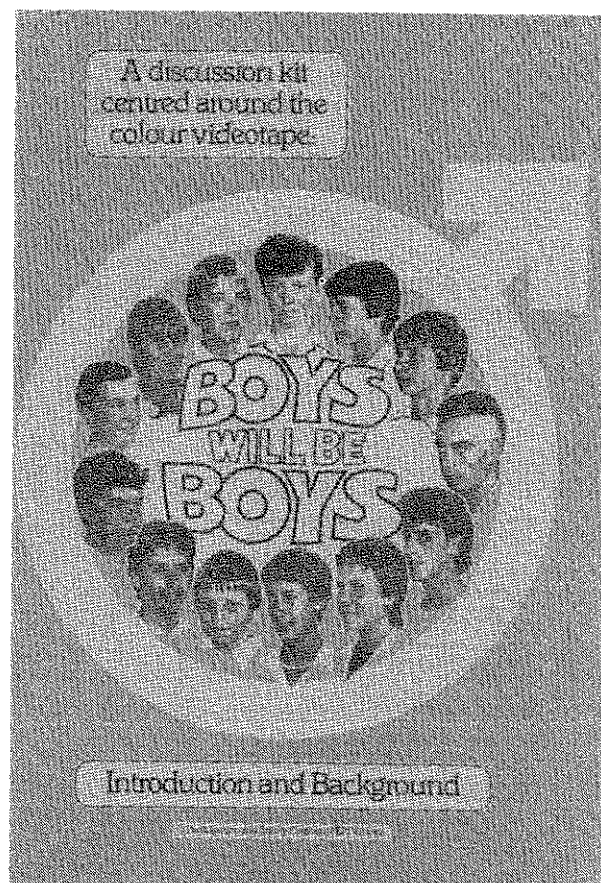
Copies of the kit are available for \$6 from the Inner City Education Centre, 37 Cavendish St., Stanmore 2048. Phone (02) 516.3550

BOYS WILL BE BOYS KIT AVAILABLE

The video Boys Will Be Boys has been available for some time. In issue 32 of Connect, we described it as: "For and about adolescent boys. Looks at role stereotyping, gender models for boys and peer pressure. In the form of drama and discussion: scenes in the school-yard, kitchen, pool-room, disco and zoo are each followed by discussion."

A kit to accompany the video is now available, funded and published by the Participation and Equity Program (Vic). The kit consists of a number of booklets - an introduction and background which gives ideas on constructing a program and some background resources; the 'framework and foothold' that provides the theoretical approach to teaching in this areas; five booklets on 'school', 'the other sex', 'mates', 'home/family' and 'jobs/work' which provide some stimulus material (referenced to the video), discussion questions and suggested activities.

The video can be borrowed from the Videotape Dubbing Service of the Victorian Education Department, from PEP in Victoria or from the Equal Opportunity Resource Centre - see issue 32 of Connect for details. Enquiries about the availability of the kit should be directed to PEP or the Resource Centre.



RADIO SPOTS

Sydney's Marist Schools Media Unit has produced radio spots on IYY presenting views of young people and youth workers. Interested public broadcasters can obtain tapes free of charge from: Marist Schools Media, PO Box 597, Strathfield 2135 NSW

MATERIAL AVAILABLE

Articles:

Code	Description/Pages/Cost	
233	Youth Forum material: 20 pp; \$2.00	
	233A "Friend of Youth Forum" letter 2 pp; 40¢	
	233B Youth Forum 85 Program Guide 10 pp; \$1.00	
	233C Youth Forum 85 Report 8 pp; 80¢	
234	Victorian Statewide Student Forum 10 pp; \$1.00	
	234A Address by the Minister of Ed. 6 pp; 60¢	
	234B News release 2 pp; 40¢	
	234C Ministerial Working Party on Student Participation - terms of reference 2 pp; 40¢	
235	RASG package 50 pp; \$5.00	
	235A Background and brief history 2 pp; 40¢	
	235B Outline of RASG presentation to Disadvantaged Schools Pro- gram (NSW) state conference. 3 pp; 40¢	
	235C RASG Constitution 4 pp; 50¢	
	235D New Mexico (USA) Association of Stud. Councils Constitution 9 pp; 90¢	
	235E The Practitioner (USA), Oct 81 Student Activities ... an Ex- tension of the Curriculum 7 pp; 70¢	
	235F Proposed Regional In-Service: Developing Student Leadership 8 pp; 80¢	
	235G 'Community Life Raft' - Year 11 OAS Course, Kelso High. 11 pp; \$1.10	
	235H Text of RASG Video prepared for NASC (US) Conference, 1985 6 pp; 60¢	
236	Submission for a SSABSA Registered Subject on 'Student Representation' - Paralowie HS (SA) 6 pp; 60¢	
237	Report on the 'Students in PEP' Conference, August 26, 1985; Hobart 5 pp; 50¢	
238	Student Participation in the Supp- lementary Grants Program (Vic) -- paper to the Committee, Nov., 1985 5 pp; 50¢	
239	Victorian Student Conference papers - Geelong, Oct 27-29, 1985. 60 pp; \$6.00	
	239A Conference booklet 26 pp; \$2.60	42
	239B Local press report 1 p; 30¢	
	239C First day agenda/communication 2 pp; 40¢	
	239D "Rights" discussion paper. 4 pp; 50¢	
	239E "Developing an Accred. Policy" 1 p; 30¢	
	239F 'Dining for Accreditation' 2 pp; 40¢	
	239G "Discussion paper on Student Accreditation" 1 p; 30¢	
	239H "My God! This motley crew ..." First day magazine. 7 pp; 70¢	
	239I "Keep this" magazine. 14 pp; \$1.40	
	239J "Getting an Accreditation Policy Adopted at Your School" 2 pp; 40¢	
240	Eastern Region Student Representa- tive Council (Vic: Non-Government Schools) Conference, 18 Oct. 1985. 3 pp; 40¢	
241	Report of Seminars: Students on School Councils and SRCs; Bendigo and Castlemaine (Vic), Sept. 1985 - Margaret Cattanach, Margaret Ellis, Dick Haire. 13 pp; \$1.30	
242	School-Work Conference papers: 76 pp; \$7.60	
	242A St Albans TS School to Work Program - A Brief Description 2 pp; 40¢	
	242B The PEP Mixes of School and Work Program at Wellington HS 5 pp; 50¢	
	242C Wellington HS: Year 11 Social Studies Course; 8 pp; 80¢	
	242D Wellington HS Discovery Day Report: 11 pp; \$1.10	
	242E School Industry Project - <u>Study of Society</u> article 1 p; 30¢	
	242F <u>The Link Kit</u> - School Industry Project 50 pp; \$5.00	
243	School-Work Conference speeches: 13 pp; \$1.30	
	243A Dr Ken Polk 8 pp; 80¢	
	243B Peter Noonan 5 pp; 50¢	
244	Developing an Accreditation Policy Stephen Cranby, Mooropna HS, September 1985 10 pp; \$1.00	
245	"Now and Then" An age to youth teaching program, Kathleen Wall, NSW Education Dept., 1981. 32 pp; \$3.20	

Publications Received:

We wish to stress that the following publications received by CONNECT are NOT for sale. However, they are available for perusal by arrangement. Contact CONNECT on (03) 489.9052.

AUSTRALIAN STUDENT PUBLICATIONS

Ascolta (Brunswick schools) Vol 11 No 4 (issue 71) August 1985.

My God! This motley crew ... and Keep This (Vic. Student Conference) Conference magazines, Oct. 1985.

Class '85 (Fawkner HS, Vic) Edition II, 1985

Gabfest (Darwin, NT) Report of May 1985.

Epping Highlights (Epping HS, Vic) Issue 2, August 1985.

Academy Advocate (Academy of Mary Immaculate, Fitzroy, Vic) 25/9, 10/10.

Profile (Sunshine HS, Vic) Vol 8 No 2 August 1985.

The Pembroke Grapevine (Pembroke HS, Vic) Edition 3, 1985.

Escape from the Classroom, a collection of writings from ACT students, compiled by Susan Middleton and Dennis Flannery.

Tharunka (Student Press Project, Central Highlands-Wimmera, Vic) The Past, The Present, The Future; Sept, Oct, Nov, '85

OVERSEAS STUDENT PUBLICATIONS

Tsa'Aszi' (Ramah Navajo School Board, Pine Hill, New Mexico, USA) Vol 5 No 4, Spring 1985.

Other Sources

Boys Will Be Boys (PEP, Vic) Video kit.

Update NIE (Newspapers in Education, US) Vol 11 No 9, October 1985.

Pepper (PEP, Vic) Oct, Nov 1985.

(The Still Here) Collective Notes (COSHG Vic) Nos 7, 8 Oct, Nov, 1985.

IYY Round-Up (Canberra, ACT) 8 & 21 Oct.

IYY Newsletter (Brisbane, Q) (undated)

CRAM Guide (3CR, Fitzroy, Vic) Oct-Nov., 1985. Special Youth Radio Issue.

IYY Round-Up (Canberra) 8,21 Oct; 20 Nov
Assessment, Evaluating and Reporting:
A kit for teachers; Humanities Curriculum Committee (Vic)/PEP (Vic).

Study of Society Vol 16 No 2 Nov. 1985

Subscription Analysis

In Connect 33, we presented an analysis of the mailing of issue 32. You might be interested in the comparative figures for issue 35 (#32 in brackets):

State	Current Subn.	Expired - still sending	Free Trial Copy	Complimentary Copy
Over-seas	0 (0)	0 (0)	0 (0)	3 (3)
NSW	30 (20)	2 (5)	3 (2)	6 (5)
Vic	382 (276)	49 (72)	25 (34)	15 (12)
Q	10 (8)	2 (2)	1 (0)	2 (2)
SA	30 (19)	3 (7)	2 (3)	0 (0)
WA	5 (3)	1 (3)	0 (0)	0 (0)
Tas	2 (4)	2 (0)	2 (1)	0 (0)
TOTAL	459 (330)	59 (89)	33 (40)	26 (22)

Total mailed: 577 (481)

[Of course, it's no-where big enough and new subscriptions and ideas of people who will subscribe are always appreciated - why not a Christmas present subscription?]



Friends of Connect

We gratefully acknowledge receipt of the following contributions since last issue:

PATRON SUBSCRIBERS (\$20. pa):

Frank Hohmann	(Wodonga, Vic)
Bob Semmens	(North Carlton, Vic)
Colin Briton	(Brunswick, Vic)
Greg Pond	(East Brunswick, Vic)
Cheryl Wilkinson	(East Bentleigh, Vic)
John Firth	(West Melbourne, Vic)
Charles Kingston	(Bathurst, NSW)

PHOTOCOPY: COMPLETE: RETURN:



PHOTOCOPY this page; COMPLETE all the details; RETURN it:

To: CONNECT, The Newsletter of Youth Participation in Education Projects,
12 Brooke Street, Northcote 3070 Victoria Australia

From: NAME:

ADDRESS:

.....Postcode:

SUBSCRIPTION: \$5 for a 1-year subscription \$
\$20 to become a PATRON SUBSCRIBER (for one year) \$
\$50 to become a SUPPORTING SUBSCRIBER (for one year) \$
\$100 to become a SUSTAINING SUBSCRIBER (two years) ... \$
\$1000 to become a LIFETIME SUBSCRIBER (forever) \$

DONATION: I enclose a donation of \$

LITERATURE: * Back issues of CONNECT (circle one/s wanted) .. \$

SPECIAL: Flat rate, one rate: \$2 for any issue:

1, 2, 3, 4, 5, 6/7, 8, 9, 10, 11, 12, 13/14, 15,
16, 17, 18, 19, 20, 21, 22/23, 24, 25, 26, 27/28,
29, 30, 31, 32, 33

* As We See It (\$3.50) - Brunswick students write \$

* Leaving School (\$3.60) - Moreland School-Work . \$

* You and Aunt Arie (\$15 + \$3 postage = \$18) \$

* Riff Raff Soundtrack LP (\$8 plus collect) \$

* Tutoring (\$2) - Connect reprint #1 \$

* Ascolta Radio Group 1983 Report (\$2) \$

* Ascolta Radio Group 1984 Report (\$2) \$

PHOTOCOPIES: Copies of the following articles:

Numbers: \$

INDEX: To Connect and 'Articles Available' to
issue 17, October 1982 (80¢) \$

TAPES: Various: Art Pearl (6 tapes), SRC Day (\$4 each) \$

TOTAL ENCLOSED: \$